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ABSTRACT

This teacher handbook provides guidelines and materials for graduate students who prepare entering freshmen at Bowling Green State University for the rigors of academic life. A series of exercises show summer instructors, called "facilitators," how to get students to: map their environment, use local resources, read and mark textbooks, study and train the memory, listen effectively to professors and lecturers, review for examinations, write effectively, manage time, solve personal problems, handle academic issues responsibly, and bridge the gap between the world of self and the world of knowledge. Through class activities, assignments, field trips, and a special emphasis on developing study skills, students learn how to function in an academically challenging environment and plan for their own growth and development. Facilitators are often paired with interns drawn from area high schools to allow a team teaching experience with a group of entering freshmen. Grading guidelines and suggestions for session planning and coordination are included. Students are also encouraged to keep a journal of their experiences. An appendix lists resource persons and support services available to both facilitators and students in the Bowling Green area. (DC)

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# FACILITATOR'S MANUAL SUMMER TRANSITIONS

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FACILITATOR'S MANUAL

SUMMER TRANSITIONS

2nd Edition, 1980

* * * * *

Original Summer Transitions Planning
Committee and/or Contributing Authors, 1979

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This manual is dedicated to all the incoming BGSU Freshmen and to the Summer Transitions Facilitators whom we hope will mutually find the Summer Transitions course a meaningful and growing experience.

ACKNOWLEDGMENTS

Many hours and the efforts of several individuals were instrumental in planning the Summer Transitions course, resulting in this manual for those instructors who teach the course. The six regular committee members, Roman Carek, Steven Feinberg, Mike Moore, Trina Benvenuto, Fayetta Paulsen, and Jack Taylor, spent many hours in meetings developing the syllabus, and identifying resource materials, as well as writing session outlines. Others such as Kathy Hart and Don Scherer provided input on special areas, namely the effort of Summer Transitions to reinforce and support the freshman English courses, and the Session on Personal Freedom and Responsibility which has a philosophical orientation.

Others who were instrumental in producing the manual deserve thanks and recognition: Maria Tatham and Diane Hagemeyer, who typed and coordinated clerical arrangements, Mark Scherer, who assisted with the cover illustration, and Pete Facione, Director of University Division of General Studies, who provided the impetus for the development of the course and UDGS support for accomplishing the necessary work. For this second edition, thanks go to Cliff Brooks for suggestions and input on additional study skills sessions, and to Lynn Polack for typing and coordinating clerical arrangements.

Dr. Charlotte Scherer, Coordinator
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2nd Edition, Summer, 1980

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UD 121, Summer Transitions

OBJECTIVES

1. To facilitate the transition of entering freshmen into the academic and cultural life of the university by:
   a) orienting them to university facilities, resources and services;
   b) introducing them to the advising system and providing information regarding academic options;
   c) helping them examine their individual academic goals and objectives.

2. To assist entering students in their personal growth and adjustment to university life and academic demands by:
   a) helping them develop basic study, time management, reading, thinking, notetaking and writing skills;
   b) helping them develop basic communication and problem-solving skills for survival;
   c) orienting them to residence hall life;
   d) helping them begin to build basic skills of cognitive development.

SYLLABUS

Session I - Introductory

--overview and purpose of the course
--administration of reading test, study skills inventories
--get acquainted, self-awareness exercises
--you and BGSU, your personal "quest" for knowledge and the "Sheepskin" at BGSU; what is necessary for success

Session II - Mapping Skills

--mapping your environment at BGSU
--using the General Bulletin
--emphasis on location of service offices, routine procedures such as drop/add, use of validation cards, financial aids, etc.

Session III, IV, V, VI, VII - Study Skills (using text, The Now Student,* as basis for these sessions)

--getting the most out of text books; marking the text; how to skim
--how to study; training your memory; learning to concentrate, SQ3R
--listening effectively; how to take notes; guest lecturer(s); quiz on lectures
--reviewing for examinations; taking objective exams; taking essay exams
--quiz on study skills
--how to write effectively
--making curiosity and interest work for you; how to manage your time; choosing courses; academic advising

*Spargo, Edward, The Now Student, Revised Edition, Jamestown Publishers, Inc., Providence, Rhode Island, 1977.

UD 121, Summer Transitions

SYLLABUS (con't)

Session VIII - Issues Facing College Students

--problem-solving, assertiveness, relationships
--topics of student concern
--function and value of a university education

Session IX - Dealing With Personal Freedom and Responsibility

--guest lecturer: "The Meaning of Personal Freedom," issues involved in exercising personal freedom, relationship of freedom to responsibility
--exercise in application of issues raised

Session X - Bridging the Gap Between World of Self and World of Knowledge

--short written exercise: purpose of higher education as students view it
--guest lecturer: "Organization and Rationale of Knowledge," Knowledge: how was it approached in the past? How does BGSU approach it?
--synthesizing exercise: small group discussion and written assignment: "What changes have you experienced in UD 121 in thinking about your own "quest" - why you are here, what you hope to get out of BGSU?

Summer Transitions

GRADING GUIDELINES

The Summer Transitions course is to be letter graded, A - F, with students having the usual option of signing up for it on an S/U basis. It is offered for 2 hours credit.

It is strongly urged that the facilitator and teacher-intern work jointly to determine quality of work handed in, and in assigning final grades.

It is recommended that a point system be used, basing the grade on:

| | | |
|---|---|---|
| 1) | attendance and active participation in class | 30 pts. |
| 2) | required journal | 20 pts. |
| 3) | weekly papers and assignments that are to be completed and handed in | 50 pts. |
| 4) | final synthesis paper | 15 pts. |
| 5) | two quizzes | 10 pts. |
| | Total possible points | 125 pts. |

115 - 125 pts. = A

105 - 114 pts. = B

90 - 104 pts. = C

71 - 89 pts. = D

0 - 70 pts. = F

# ABOUT TEAM TEACHING...

Team Teaching success depends on COMMUNICATION, COLLABORATION, COOPERATION.

I. Team Leadership

1. You can let leadership role move from person to person as the situation varies

2. HOWEVER... things go more smoothly if one person accepts the responsibility for certain administrative aspects of running the team
   a. call meetings
   b. arrange for meeting space, other needed facilities
   c. contact people, take care of details or team can agree on which details are delegated to which team member

II. Communication

1. Group planning sessions - regularly scheduled

   a. each team member needs to know what is expected of him, and of each member of the team
   b. general and specific instructional plans need to be known by each team member
   c. educational objectives for which the team is striving should be known by each member

2. Written correspondence can be helpful in some situations (recaps of meetings, duties)

3. Improvement of Communication

   a. distribute minutes or recaps to those involved.
   b. define broadly, but clearly, areas in which team leaders serve in official, intermediary, or other capacity (communication with UD Office, Director of Seminar Program, etc.)
   c. define and clarify policies regarding studert counseling, advising, grading, assignments, etc.
   d. allow opportunities for all mentors to give expression to their needs and ideas.

III. Decision-Making

1. Must have joint planning sessions.
   a. provide opportunity for free, open communication and operational decisions which are mutually acceptable to participating mentors

2. Team must have use of a thoroughly understood method of arriving at acceptable solutions to the conflicts that are possible. Comflicts will develop as the team attempts to deal with the problems that normally occur in all learning situations.

a. Begin systematically discussing items on listed agenda, being aware of the following "pitfalls" of team meetings:
   1) Unconsciously made interruptions by other staff members
   2) Getting off the track of the agenda with little sideline stories or jokes that something has reminded you of
   3) Being critical of everything but not giving positive suggestions on how to remedy situations

b. Evaluation is an important aspect of a team meeting. The team should be constantly evaluating class sessions and discussing what techniques worked well and what did not work out to satisfaction. Frequent feedback from the "clientele" (students) is also very useful in evaluation.

c. Appoint a recorder at a team meeting

d. Assign responsibilities to different team members

e. Use the objectives and ideas upon which all have agreed for implementing plans

f. All team members should agree upon physical aspects and expectations in regard to class session format, assignments, grading, etc.

Decision-Making in Team Teaching

BREVE 27

A SYSTEMS APPROACH TO DECISION-MAKING

* Identify true problem (the cause, not a symptom).
  Requirement: know the goals involved.

* Assemble known facts and/or additional information.
  Requirement: know the research techniques involved -
  - Computer capabilities
  - Interaction analysis
  - Interview
  - Force field analysis
  - Questionnaire
  - Sociometric analysis
  - etc.

* Propose possible solutions.
  Requirement: understand optimal vs. appropriate decisions.

* Select trial solution.
  Requirement: understand domination, compromise, and integration of ideas.

* Plan action required to implement trial solution.
  Requirement: maximum team involvement.

* Act on trial solution.
  Requirement: good communication a "must"!

* Evaluate.
  Requirement: know the objectives sought. May require return to third or even first step.

from: Chamberlin, Leslie J., Team Teaching Organization and Administration, Charles E. Merrill Publishing Company, Columbus, Ohio, 1969.

## Role of the UD 121 Summer Transitions Facilitator

The Facilitator for UD 121 is the chief instructor responsible for coordinating each of the 10 class sessions of the Summer Transitions course. The Facilitator will act as team leader in the team planning sessions held with the assigned Teacher-Intern who will assist with Summer Transition instruction and provide extra tutoring for students.

Specific duties and responsibilities of the Facilitator include:

1. Attending a training course to gather background information and become familiar with the Facilitator's Manual which explains the overall objectives and purpose of the course, describes expectations, and provides guidelines for each class session. Several consultants with expertise in the areas covered in various sessions will be available to provide specific information regarding particular sessions.
2. Calling team meetings regularly to plan class sessions, coordinate assignments, and assess student progress.
3. Delegating responsibilities for arrangements for each class session, guest speakers, exercises used, etc.
4. Sharing with the Teacher-Intern the responsibility for implementing class session plans.
5. Delegating responsibility for grading of assignments, coordinating joint responsibility for the assigning of final course grades.
6. Coordinating plans for individual conferences with students and for meeting tutoring needs.

## Role of the UD121 Summer Transitions Teacher-Intern

The Teacher-Intern assigned to a UD 121 section will work in a team relationship with the Facilitator to plan and teach the Summer Transitions course. Teacher-Interns will share teaching responsibilities with the Facilitator during each class session, assist with clerical duties, hold conferences with individual students, and provide tutoring in the residence halls as needed.

Specific duties and responsibilities of Teacher-Interns include:

1. Studying the Facilitator's Manual to understand the overall purpose and objectives of the course, to be knowledgable about class session outlines and various resources available.
2. Participating in team meetings held regularly to plan class sessions, coordinate assignments, and assess student progress.
3. Assisting with arrangements for each class session, guest speakers, exercises, etc.
4. Sharing with the Facilitator the responsibility for implementation of class session plans.
5. Sharing the responsibility for grading assignments, and assigning final course grades.
6. Sharing responsibility for holding individual student conferences to assess progress, determine overall adjustment, discuss problems, etc.
7. Tutor individual or small groups of students in the residence halls.

## SUGGESTIONS FOR
## SESSION PLANNING AND COORDINATION

A. Weekly Meetings
   1. Review and assessment of last session
      What worked; what bombed
      What topics generated interest
      What to emphasize on course outline
   2. Plan for next session(s)
      Who is to do what before class
      Who is to do what in class
      What resource persons to select

B. Feedback to students
   1. Criteria for grading
      Quantity, quality, articulation
   2. Procedures and record keeping
      Each one read each paper
      Collaborative discussion and grading

C. The Final Synthesis Paper
   1. Criteria for grading
   2. Follow-up conferences with facilitator or
      Teacher-intern

# SUMMER TRANSITIONS

## SESSION I

## INTRODUCTION TO SUMMER TRANSITIONS

### OBJECTIVES

1. To determine reading skill level
2. To provide general information about the course.
3. To assist students in adjusting to a classroom setting where they are viewed as active participants.
4. To enable students and facilitators to get to know one another as persons.
5. To help students focus on their long range purpose for attending BGSU and see the implications that has for their immediate work during the first few quarters.

### PROCEDURES

1. Brief introduction to course and facilitators - 5 minutes
2. Administer reading test - 45 minutes
3. Short break
4. Get-acquainted exercises 30 minutes
   a. "Who am I?" exercise (filled out individually)
   b. Sentient (Awareness) exercise (moves from non-verbal individual contact, to forming pairs, to forming groups of 4, discussion in small groups, sharing with total group)
5. Assemble as large group of all sections in lecture hall. Large Group presentation--story, "The Quest" 10-15 minutes.
6. Give assignment for next class sessions.

### RELATED MATERIALS AND EXERCISES

1. Have students fill out "Who am I?" exercise (handout in their packets) individually. This will be used as a guide for the Sentient exercise done in small groups. Facilitator and Teacher-Intern should participate in this exercise also.
2. Sentient (Awareness) Exercise - organized by Facilitators who may participate in groups as feasible.
   Facilitator directs everyone to:
   a. mill about, using eye contact, interacting non-verbally only
   b. choose a partner, then these pairs find one additional pair to form group of 4
   c. use "Who am I?" answers as a guide to introduce themselves to each other within the group of 4
   d. discuss with original partner, who was the most influential person in your decision to come to BGSU? Why did that person have such influence on you?
   e. switch partners (within the group of 4)
   f. share the most profound or meaningful experience to date;
   g. switch within group of 4 to other partner not yet paired with
   h. discuss with this new partner the question, "Where will I be in 5 years, with whom, doing what? Why?
   i. hold a debriefing session (total group of 4) to discuss reactions, concentrate on feelings of what shared, what learned from one another, what discovered, rediscovered about ourselves

SESSION I (con't)

2. Sentient Exercise (con't)
   Facilitator directs each group to share its experiences with total group, emphasizing the differences in conversations with early partners, later partners, the total gro p of 4; have small group characterize one another; share observations of the experience as a whole. Facilitator sums up the discussion.
3. "The Quest" slide show story is printed on the following pages for your reference.

ASSIGNMENT

1. Have students bring in 3 questions (the "right questions") they would like answered, 1 question about the Residence Hall, (or commuting) 1 question about some campus building or facility, and 1 about the town of Bowling Green. These will be included when they do the exercises on Mapping Skills in Session II.

2. Have students complete the study skills inventory in The Now Student, pp. 20-22.

3. Have students begin their Journals. Facilitators will want to explain the purpose and expectations. They may want to put samples of diary versus Journal on overhead to clarify what is expected.

"WHO AM I?" EXERCISE

Directions: In the spaces provided below, briefly fill out answers to the questions listed.

| | | |
|---|---|---|
| 3 facts about yourself not known to others in the group | one thing you would change in the world, or town or school if you could | What kind of job would you like to be doing 5 years from now? |
| A book or movie you read or saw recently that you would recommend to the group. Why recommend? | (first item) THE NAME YOU WANT TO BE CALLED IN THIS CLASS | Something you did during the past year that you are proud of |
| Your greatest strength, good quality, virtue | name of a hero, heroine (living, dead, historical, fictional) and why this person appeals to you | your no. 1 value, something you really believe in strongly |

## The Journal

The purpose of the Journal is for the student to reflect upon his/her experiences, feelings, and attitudes as he/she becomes a part of BGSU. The required Journal for UD 121 is to be handed in weekly at the class session the Facilitator deems appropriate.

A Journal is NOT the same as a diary or a calendar of events. The Journal describes the writer's feelings, attitudes and impressions of a particular event, happening or situation. It describes how the writer is reacting to a situation at the time of experiencing that situation.

Journal entries should be written as close as possible to the event or happening. Students should endeavor to write Journal entries (at least a paragraph) every day or at least every other day.

Here is an example of a diary or calendar of events entry. It is NOT a Journal entry:

> July 2. Got up this morning, walked to class for an English course. Got my test back, got a B. Met Joe in the Union.

Here is an example of a Journal entry using the same situation:

> July 2. Got up this morning feeling dull and nervous. I wondered how I did on the English test. Walking to class, I noticed how the weather was changing very rapidly, sunny to cloudy to stormy over in the west. Life to death, change; am I changing? Hope so. For better? For worse? I wonder. Stomach doing flip-flops about that English test. Got a B; relief, no more stomach jumping. Had coffee with Joe and we talked about BGSU. Getting to know different people is good, sometimes threatening. Is change always good? Does it have to be so painful and trying?

Thus, the Journal provides an opportunity for the student to record his/her moods, feelings and attitudes.

Facilitators should react to student Journals by written comments along margins or at end of page. Comments should be reactive . . . did student recognize his/her emotional reaction to a situation . . . were values being expressed . . . did student manifest responsibility and ownership of his/her feelings and behaviors? Facilitators should reinforce these aspects of the Journal with positive comments. They should reinforce aspects of the Journal that indicate search for self-growth. Facilitators should encourage openness in Journals by being open and revealing in the comments. Using the Journal example above, a facilitator might comment, "I've often had the same feelings about the weather. Maybe change is a part of life--sunny skies and sometimes rainbows follow storms," or "change can be either good or bad; if I like myself better after I change, I think it's good."

In other words, if the student shares, then Facilitators should share also. If the student's entry was similar to the diary/calendar entry example above, Facilitator might comment: "How did you feel this morning when you got up?" or "How did you feel about the B in English?" or "What did you and Joe talk about?"

Emphasis in the Journal then, is on identification of feelings and reactions to situations. The Journal will provide Facilitators with insights into the students' attitudes. Journals should be treated as confidential. They are not written confessions. Positive feelings as well as negative are subjects for the Journal. Facilitators should react from their own frame of reference and express their own feelings, attitudes and sharing of values.

# THE QUEST OR THE PURSUIT OF THE SILVER SHEEPSKIN

by

Doug Daher and Gene Knott
University of Rhode Island, 1977

Once upon a time, two young people, a brother and sister who lived at one end of the kingdom, decided they would leave home and go out to seek the prized "Silver Sheepskin."

Now this particular Quest was something that they, like many others in the kingdom, had looked forward to for some time. And, although they were eager to go out in search of the silver sheepskin, their parents had warned them often of the hazards involved in such a venture. Among these hazards they had already weathered successfully was the journey through the "Land of Secondary," followed by a period of waiting and hoping for one of the somewhat rare "Bids" to make this Quest. Still ahead of them they knew were several challenges which would test their mettle and bid them to risk much for the sake of acquiring the prized sheepskin.

## First Day

One day in late summer they set out in the company of their family and a couple of friends for the part of the kingdom where they had been invited to pursue the sheepskin. This land was known to all as the "Land of Diversity." Upon arriving at the entrance to Diversity, they were greeted by a gatekeeper who told them that only the brother and sister could go on from here. So, painfully, the young people bade goodbye to their parents, family and friends and were admitted to the Land of Diversity where they would have to pursue the quest on their own. Just inside the gates they were met by a wizardly character in a robe adorned with many symbols and signs. This was the person who had sent them their "bids," and who was known in Diversity as "Professor Dean."

Professor Dean welcomed the young people and began to tell them something about Diversity and what they must do to be successful in their quest. In the beginning, they were told, they must find a "sponsor" and secure "passage" throughout the land. The Professor would not elaborate on these two terms, but merely told them to report back in three days what they had seen and done in their Quest.

The young people set out to do their tasks. Before attempting to find a "sponsor" and secure "passage," they decided to locate a place where they could stay and store their belongings. Everywhere they went however, there were lines of other young people and only a few familiar faces to be found. They spent the entire day until sundown wandering about asking questions and reading signs and posters telling of many exciting and different activities that went on in Diversity, but, alas, they found no place to call home. At one point, they chose to split up and found when they did, that each of them felt more "out of place," alone, and frightened, and each was treated differently than when they were together.

At last, when reunited, they came to a series of buildings called the "Halls," which were apparently so named because they consisted of long hallways built atop one another with small bedrooms on either side. It turned out that one of these "Halls" was assigned to each of them but they were not able to live together, and in fact, were given bedrooms in halls that seemed to be miles apart. And, on top of that, they were expected to share that bedroom with a total stranger from another kingdom! Both of them were quite dismayed at how things were going at this point, but vowed to meet again in the morning to begin their search for a "sponsor" and "passage."

Second Day

When daybreak came the brother and sister met and eagerly shared their experiences about their roommates and the "Halls." Neither of them was quite so upset as the day before, each sensing that their new living arrangements could prove to be interesting and stimulating situations. Still, they both recognized the frustrations and loneliness such group living styles might bring. They decided to split up and search independently this day, and when they met again at dusk, each had an exasperating tale to relate to the other.

The girl had been sent from place to place in Diversity, each time learning more about who the sponsor "was not," without ever really discovering the sponsor's whereabouts. At one point midday, she wandered into a building which appeared to be a "Complex of Mirrors." In it was a literal maze of seven foot high mirrors, all of which reflected only distorted images of the girl. After searching for a way out of the Complex for hours, she finally came to an exit, whereupon she encountered Professor Dean who handed her a card with writing on it. One side of the card bore the question, "Do you know who you are yet?," and the other side had the statement, "The past is prologue to the future" with the name "Beecher" under it. Without a word of explanation, the Professor disappeared, at which point, the girl returned to meet her brother.

He too had experienced an odd time of it and managed only to learn that much more had to be done to find the way through Diversity to the sought-after prize. He had acquired several pieces to a "map" which supposedly led to the object of their quest. But at this time, it was impossible to tell from so few pieces what was pictured on the map. The brother indicated that she too was entitled to her own map pieces, so they went off to collect her share.

That night, in comparing their pieces and attempting to fit them together, they had a difficult time matching his and her parts of the map. Could each of them have a different map? If so, this presented a bewildering state of affairs since they both were involved in the same quest! Exhausted they decided to sleep on it.

Third Day

In the morning of the third day, the brother and sister related to each other their discovery that others in the "Halls" also had map pieces of their own. Perhaps, they reasoned, the best way to secure "passage"

would be to ask others to share their map pieces to increase their chances at succeeding in the quest. Much to their surprise, they did not have to diligently seek them out, for many others throughout Diversity were approaching each other with the same expectation. Some of their experiences were very positive, with groups of seekers sitting in circles everywhere discussing what insights they had gained from examining their map pieces. Other interactions were quite unpleasant with much bickering over "right" and "wrong" interpretations. Some seemed very possessive of their pieces and resisted invitations or pressures to share them while some reported that their pieces had been stolen. Still others seemed content merely to collect their pieces of map, while displaying little interest in making sense of them.

As the day came to a close, the brother and sister made their way to the place where they were to meet Professor Dean. On the way, they found themselves talking more about the people they had met than the map pieces and the quest. Though they seemed no closer to the sheepskin, as they reflected on the three day's events, it occurred to them that Diversity had proved to be a fascinating place thus far. They arrived at the gates and met once again with the professor who asked them how they had fared. As they related their lengthy tale, the professor smiled with appreciation while taking in the story of their experiences since arriving in the Land of Diversity. Finally they presented the professor with the card from the "Complex of Mirrors" and the puzzle-like pieces of map, and inquired what they meant. The professor spoke carefully and intently, first telling them of the map pieces. Professor Dean cautioned them to have patience for these were but a few of the many pieces to their maps, and they would have to acquire still more before they would even come to a glimpse of "the way." When they remarked that their maps did not seem to match, the professor said not only would their maps themselves be unique, but so too would their viewing and understanding of them. "In essence," Professor Dean said, "your first important lesson has been the discovery that there are different routes to the goals you seek." The professor added in a matter-of-fact tone that it would probably take them a few <u>years</u> to attain their goals.

Seeing their obvious dejection at hearing this, the professor quickly spoke of the card the girl had gotten earlier, suggesting they could find some clues to making their quest a successful venture by learning the personal meanings of the messages printed thereon. Further, the professor said, they were just <u>beginning</u> the Quest, an experience in which they would constantly be exposed to these three basic truths and challenges:

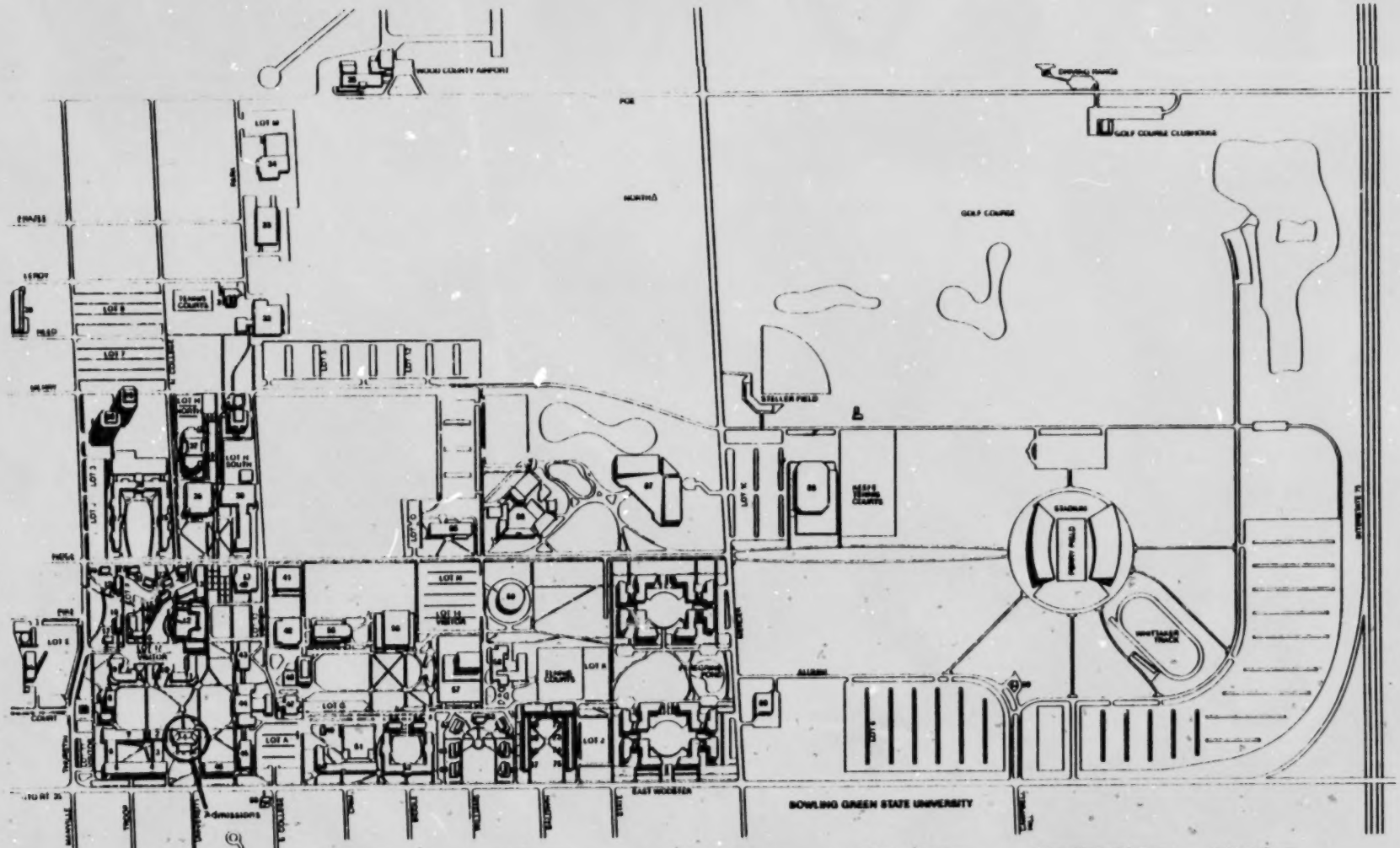
1. The boy and girl who came to the Land of Diversity can <u>never</u> go back to that home from whence they came, but <u>you</u> who are here now, <u>must</u>.

2. The most important things you can learn are not the right answers, but rather are the right questions.

3. You must learn to reconcile the irony that you are ultimately alone, yet you cannot ever be truly alone and survive.

Having said this, the professor wished them a good journey and said, "You will see me again often, but I will never look the same twice." With that the young people and professor parted company, each to pursue their very own special quest.

-THE END-

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10 Proul Chapel
11 Williams Hall
12 University Union
13 Proul Hall
14 Chi Omega Sorority
15 Phi Mu Sorority
16 Johnston Hall
17 Gamma Phi Beta Sorority
18 Alpha Xi Delta Sorority
19 Delta Gamma Sorority
20 Alpha Phi Sorority
21 Kappa Delta Sorority
22 French House
23 Alpha Chi Omega Sorority
24 Alpha Delta Pi Sorority
25 McDonald East Hall
26 McDonald North Hall
27 McDonald West Hall
28 Offenhauer West
29 Offenhauer East
30 Art Annex
31 Greenhouse
32 Technology Building
33 Warehouse
34 Physical Plant
35 Technology Annex
36 Psychology Building
37 Life Sciences Building
38 Mathematical Sciences Building
39 Overman Hall
40 Hayes Hall
41 North Gymnasium
42 South Gymnasium
43 Moseley Hall
44 University Hall
45 Hanna Hall
46 South Hall
47 Centrex Building
48 Education Building
49 Education Memorabilia Center
50 Kohl Hall
51 Commons
52 Rodgers Quadrangle
53 Sigma Phi Epsilon Fraternity
54 Phi Kappa Tau Fraternity
55 Business Administration Building
56 Memorial Hall
57 Library
58 Art Building
59 Student Services Building
60 Alpha Sigma Phi Fraternity
61 Sigma Alpha Epsilon Fraternity
62 Phi Kappa Psi Fraternity
63 Delta Upsilon Fraternity
64 Alpha Epsilon Pi Fraternity
65 Tau Kappa Epsilon Fraternity
66 Zeta Beta Tau Fraternity
67 Alpha Tau Omega/Pi Kappa Phi
68 Phi Delta Theta Fraternity
69 Kappa Sigma Fraternity
70 Pi Kappa Alpha Fraternity
71 Conklin Hall
72 Sigma Chi Fraternity
73 Alpha Gamma Delta Sorority
74 Delta Tau Delta Fraternity
75 Sigma Nu Fraternity
76 Anderson Hall
77 Bromfield Hall
78 Chapman Hall
79 Dunbar Hall
80 Alumni Center
81 Ashley Hall
82 Batchelder Hall
83 Compton Hall
84 Darrow Hall
85 Health Center
86 Music/Arts Center
87 Student Recreation Center
88 Ice Arena
89 Information Booth
90 Popular Culture Center
91 Delta Zeta Sorority
92 Guest House
93 Home Management House
94 WBGU-TV
96 Power Plant

SUMMER TRANSITIONS

SESSION II

MAPPING SKILLS

OBJECTIVES

1. To help students learn basic process of "mapping" to find their way around any environment, and more specifically, the BGSU environment.
2. To help students distinguish between the geographic and service dimensions of mapping.
3. To provide students with concrete experiences to develop their mapping strategies.
4. To acquaint students with facilities and services available at BGSU.

PROCEDURES

1. Introduce the idea of mapping skills as a way of "mapping" or defining the roadways to the campus (or any) environment.
2. Distinguish between geographical and service dimensions of mapping 10-15 minutes (See descriptions below).
3. Small group exercises (in student packets) 35-45 minutes
   a. Mapping Skills Exercise I and IA, Residence Life Environment, Commuter Environment.
   b. Mapping Skills Exercise II, Campus Environment.
4. Short break 5-10 minutes
5. Total group discussion 30-40 minutes
   a. Mapping Skills Exercise III, Community/Campus Environment
6. Summary discussion (total group), reiterate strategies to acquire environmental information.

RELATED MATERIALS AND EXERCISES

1. Geographical and Service Dimensions of Mapping
   a. Geographical Dimension pertains to the physical layout of the campus: facilitator can raise questions about what students have discuvered so far. Is there any rhyme or reason to the layout, or is it merely random? (For example, the Halls, Fraternity Row, Quads, Departmental Offices, Classrooms, Business Administration Building, Psych. Building, Education Building, etc.)

      Contextual arrangements - Ask questions such as:

      Which areas of campus are:

      | | |
      |---|---|
      | open vs. closed | entrances vs. exits |
      | light vs. dark | public vs. private |
      | hard vs. soft | safe vs. unsafe |
      | wet vs. dry | crowded vs. isolated |

   b. Service Dimension pertains to mapping the services available, the location, types and procedures. (See list of Services in the Resource Section.) Procedures are extremely important. Elicit things they might want to know about the service: the list should include such things as: information or identification required to obtain the service, eligibility, hours, pre-requisite tasks, fees, confidentiality, lag time between contact and delivery, appeal procedures in case of dissatisfaction, etc. Refer to handout (in student packets) SERVICE AGENCY INFORMATION SHEET, that will be used for their assignment.

SESSION II (con't)

NOTE: Students should use General Bulletin (pp.4-26) to determine answers to the Mapping Skills Exercises I, IA, and II.

2. Mapping Skills Exercise I, IA (in student packets) should be completed individually first, then discussed in small groups. Use form for Residence Life or Commuter Environment as appropriate for individuals in the class. Have them include or add any questions they brought in from assignment in Session I. As discussion takes place, facilitators should circulate, help groups see the process and mapping skill strategies needed to resolve the problems in the exercises.
3. Mapping Skills Exercise II on general issues of campus environment, should be addressed in small groups, working as a team to determine the most thorough and helful responses to the campus questions. Each group can summarize and share its responses with the total group.
4. Mapping Skills Exercise III on community/campus issues, social opportunities, services, legal issues, etc. should be used as a guide for a total group discussion.
5. Summary of strategies to acquire environmental information - elicit as much as possible from the group: word of mouth, orientation, UD 121, BG News, Green Sheet, Electric Blanket, General Bulletin, trial and error, Fact Line (372-2445), phone calls, advisor, etc. Stress need for validation card as entrance requirement to campus facilities and events.

ASSIGNMENTS

1. Use list of Services to assign agency visits individually or in small groups. Students should visit the agency, sit and watch what goes on at the agency, pick up any brochures that describe the agency, its services or programs. Brochures should be brought to Session III.

2. Students should be given a week to complete the "Explore the Bowling Green Community/BGSU Campus Exercise.

3. Students should be told to bring a textbook from one of their classes to next session.

MAPPING SKILLS

EXERCISE I

RESIDENCE LIFE ENVIRONMENT

1. You've lost your key; to whom do you go?

2. The press is on. You need to study for an important exam. Where is the quietest place in the Hall? During what hours?

3. You need a mop and bucket at 1:00 a.m. (or the smell is going to be unbearable). Where do you get them?

4. You've received a message to come home immediately because of an emergency. Who should know you are gone?

5. Which is the most sought after room in the Hall?

6. It's your birthday. No one knows or remembers. Anything to be done?

7. You return to your room in your Hall to find a broken window. Your roommate is not around, the door was locked. What do you do?

8. There is a deafening stereo down the hall. It is distracting, making it difficult to study, you can't think straight. What can you do about it?

9. You found a stray kitten and want to keep it until the end of the quarter. Any problem? With whom should you check?

10. Your roommate's boyfriend is constantly in your room, overnight on occasion. What do you do about this situation?

11. On several occasions when you have reached for a sweater or shirt to wear that day, you discover your roommate is wearing it. What do you do?

12. You (your girlfriend) believe you might be pregnant. Is there anyone in the Hall who will help you with this issue?

MAPPING SKILLS

EXERCISE IA

COMMUTER ENVIRONMENT

1. You need a place to store some things on campus, so you won't have to transport them back and forth everyday. What can be done?

2. Your first hour class has been moved from University Hall to the Psych building. Where is the nearest parking lot?

3. You need to go and relax for a couple of hours between classes. You want a place that's fairly quiet, but where you might find some people to talk to. Where can you go?

4. There is a Tornado alert and you fear your class may be cancelled; besides, you don't want to drive in extreme weather. How can you find out if the class has been cancelled?

5. Your car needs some repairs and you need to find another student who commutes from your area. How can you get this information?

MAPPING SKILLS

EXERCISE II

CAMPUS ENVIRONMENT

1. You have a class in Moseley Hall at 1:00 and you want to go to the library to study afterward. How do you get there?

2. A friend wants to withdraw from school. How does he/she go about it?

3. You have someone else's notebook from English class, picked up by mistake. You know the person's name, but don't know how to find him/her. What can you do?

4. You have never been a fast reader. Courses you are taking demand you improve or risk failure. Where can you get help?

5. Your fiancee from outstate called and wants to break up. You are feeling confused, hurt, and need to talk to someone. Where can you find a sympathetic ear?

6. Your friend missed her period, is afraid she may be pregnant. What are her options? Who can she talk to?

7. Your roomate's mother has an alcohol problem. Your roomate is worried and tends to drink a lot too. Where can you get help?

8. Upon a certain amount of reflection, you decide to be a vegetarian. How can you survive using your meal coupons and eating in the hall?

9. Yourfriend is visiting for the weekend. How will you know what activities are scheduled? Where can you take your friend on campus for a special meal, using your meal coupons instead of money?

10. You have a miserable toothache. How can you locate a reputable dentist?

MAPPING SKILLS

EXERCISE III

COMMUNITY/CAMPUS ENVIRONMENT

1. You want to find a job in this area next summer, so you want to know what kinds of jobs and housing are available. Where do you find out?

2. There is a special function going on in Detroit. What is the quickest, cheapest way to get there?

3. What is the name of the local paper and how can you get one?

4. You want to buy a cheap refrigerator for your room. Is it permitted? Where could you get one?

5. What radio stations play classical, country, rock, provide mostly news, cancellations, weather?

6. Is it legal and safe to hitchhike around BG? to Toledo?

7. You are an avid camper, and want to go camping some weekend. Where can you find out about places nearby? Where can you get equipment?

8. What is meant by the phrase "town-gown" relationships?

EXERCISE-BOWLING GREEN COMMUNITY/BGSU CAMPUS

PURPOSE:

To explore the Bowling Green Community and BGSU Campus with the idea of sharing the findings with the class and provoking some pertinent discussion about "town-gown" relationships. This will also help students become aware of facilities and resources on and off campus, and gives them an opportunity to practice writing and supporting their opinions. Areas to explore are listed below. Sign up for specific places on the attached sheet.

THE ASSIGNMENT:

1. Explore the Bowling Green Community/BGSU Campus
   A. Shops
      grocery stores, specialty shops, record shops, etc.

   B. Entertainment
      movie theatres, "nite" life, recreational facilities

   C. Restaurants
      fancy, fast foods, specialty, etc.

   D. Special Buildings
      Chamber of Commerce, Court House, Hospital, etc.

2. Visit at least 2 on-campus places and 2 off-campus places in your assigned category.

3. Rate the places you explore according to the following scale:
   *poor **fair ***good ****excellent

4. Write a short paper (1-2 pages) to hand in, describing the places you visited, stating the ratings given and the reasons for rating as you did. The ratings of course are your opinion, but should be supported with reasons, such as comparing one place with another, or comparing with places you know back home.

5. Use good paragraph form, grammar, spelling and punctuation when writing the paper.

6. Be prepared to discuss your findings in class.

PLACES TO VISIT FOR BG COMMUNITY/BGSU CAMPUS EXERCISE

(Some campus places may not be open in summer)

FOOD AND BEVERAGE

Bowling Green:
- Amani (Commons)
- Deli Counter (Falcon's Nest, Union)
- Falcon's Nest (Union)
- Kohl Bakery (Basement, Kohl Hall)
- MidAm Room (Harshman Quad)
- Pheasant Room (2nd Floor, Union)
- Prout Dining Hall (2nd Floor Prout Residence Hall)
- Towers Inn (McDonald Quad)

Bowling Green Community:
- Dino's Pizza (532 E. Wooster Street)
- Great Scot (1616 E. Wooster Street)
- Howard Johnson's (1630 E. Wooster Street)
- McDonald's Restaurant (aka: Mac's Lounge, Mickey D's, 1470 E. Wooster)
- Myle's Dairy Queen (434 E. Wooster Street)
- Oriental Food and Gifts (904 E. Wooster)
- Pagliai's East (440 E. Court Street)
- Pisanello's Pizza (203 N. Main Street)
- Roy Rogers (300 E. Wooster Street)
- Sam B's (107 State Street)
- Sterling Milk Company Store (115 Railroad)
- Wendy's Restaurant (1504 E. Wooster Street)

'BARS' AND ENTERTAINMENT

Bowling Green:
- Buckeye Room (1st Floor, Union)
- Disco, UAO (Side Door, Union)
- Golf Course, University (East Poe Road)
- Happy Hours, UAO (Falcon's Nest Union)
- Ice Arena (Ice Arena)
- Intramural Program (Office for men: 201 Memorial Hall
  Office for women: 108 Recreation Center)
- Main Auditorium (First Floor, University Hall)
- Outdoor Basketball Courts (Next to Conklin Hall)
- Tennis Courts, University (Mercer Road)

Bowling Green Community:
- Brathaus (115 E. Court Street)
- Cla-Zel Theater (129 N. Main Street)
- Howard's Club H (210 N. Main Street)
- Some Other Place (110 N. Main Street)

RESIDENCE HALLS AND OTHER PLACES TO STAY

Bowling Green:
- Founders Quadrangle (Southwest edge of campus)
- Harshman Quadrangle (Southeast corner of campus)
- Kreischer Quadrangle (Ridge Street)
- Offenhauer Towers (North Thurstin Street)
- Rodgers Quadrangle (East Wooster Street)
- Union Hotel (Union)

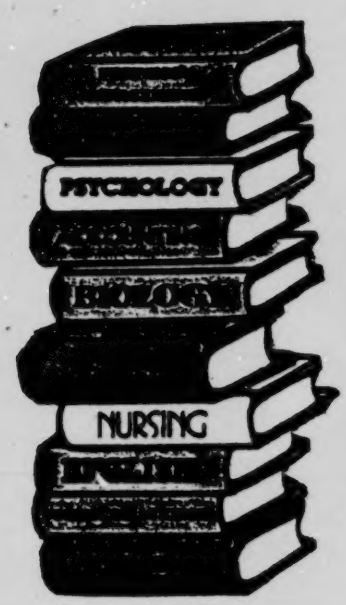
Bowling Green Community:
- Best Western Motel (1450 E. Wooster Street)
- Holiday Inn (1550 E. Wooster Street)

SHOPS, OFFICES AND SERVICES

Bowling Green:
- Archives, Library (Fifth Floor, Library)
- Career Planning and Placement Office (Third Floor, Student Services Bldg.
- Commuter Center (Basement, Moseley Hall)
- Costume Shop (Basement, Moseley Hall)
- Greenhouse (Next to the Technology Building)
- Health Center (Ridge Street)
- The Little Shop (First Floor, Union)
- McFall Center
- Music Library (Third Floor, Library)
- Nursery School (Basement of Johnston Hall)

Bowling Green Community:
- Finders Records (128 N. Main Street and 1432 E. Wooster Street)
- The Source (518 E. Wooster Street)
- Rich's University Gulf (Wooster Street)
- Crystal City (146 N. Main Street)
- Electric T-Shirt Factory (131 1/2 S. Main Street)
- Hair Repair Styling Shop (1616 E. Wooster Street)
- J.C. Penny's (136 S. Main Street)
- LaSalle's (139 S. Main Street)
- Mini-Mall (188 S. Main Street)
- Smith's Hallmark Card and Gift Shop (170 S. Main Street)
- TO's (902 E. Wooster)
- Uhlman's Ladies Apparel (101 S. Main Street)

# GETTING THE MOST...



SUMMER TRANSITIONS

SESSION III

STUDY SKILLS: GETTING THE MOST OUT OF TEXTBOOKS, MARKING THE TEXT

NOTE: Spend 15-20 minutes at the beginning of this session on follow-up to the Service Agencies Visited: What they saw and heard, sharing of some of the brochures.

OBJECTIVES

After completing this session the student will know:

1. How to analyze the features of a text book.
2. How to underline a textbook passage.

PROCEDURES

1. Use pp. 77-92 of the text The Now Student as a basis for this session.
2. Have students read pp. 77-80 in class.
3. Using the text they brought in from another class, discuss answers to questions in Practice Exercise 1, p. 83.
4. If more help is needed, select Practice Exercise 2, 3, or 4 and discuss.
5. Present reasons for underlining the text.
6. Show the class incorrect underlining (e.g., entire pages in yellow highlight). Discuss why it is inappropriate.
7. Discuss proper underlining techniques.
   a. main points
   b. key words
   c. consistency
8. Show textbook passage on overhead transparency (without underlining).
9. Have students go through passage explaining what they would underline and why.
10. Correctly underline the paragraphs on the overhead.

RELATED MATERIALS AND EXERCISES

See accompanying textbook passages on Underlining a Textbook.

ASSIGNMENTS

1. Have students read pp. 85-90 and complete the two exercises in practicing marking, pp. 91-92.
2. Students should read pp. 117-149 in The Now Student.
3. Remind them that BG Community Exercise is due next class.
4. Have them bring a textbook to class again.

# UNDERLINING A TEXTBOOK

The following passage will be used as an exercise to illustrate the use of underlining to pick out the main points in a series of paragraphs (from C. R. McConnell, Economics: Principles, Problems, and Policies, 3rd ed., McGraw-Hill Book Company, New York, 1966, p. 47).

## Extensive Use of Capital Goods

All modern economies--whether they approximate the capitalist, socialist, or communist ideology--are based upon an advanced technology and the extensive use of capital goods. Under pure capitalism it is competition, coupled with freedom of choice and the desire to further one's self-interest, which provides the means for achieving a rapid rate of technological advance. The capitalistic framework is felt to be highly effective in harnessing incentives to develop new products and improved techniques of production. Why? Because the monetary rewards derived therefrom accrue directly to the innovator. Pure capitalism therefore presupposes the extensive use and rapid development of complex capital goods: tools, machinery, large-scale factories, and storage, transportation, and marketing facilities.

Why are the existence of an advanced technology and the extensive use of capital goods important? Because the most direct method of producing a product is usually the least efficient. Even Robinson Crusoe avoided the inefficiencies of direct production in favor of "roundabout production." It would be ridiculous for a farmer - even a backyard farmer - to go at production with his bare hands. Obviously, it pays huge dividends in terms of a more efficient and, therefore, a more abundant output to fashion tools of production, that is, capital equipment, to aid in the productive process. The best way of getting water out of a well is not to dive in after it!

But there is a catch involved. As we recall our discussion of the production possibilities curve and the basic nature of the economizing problem, it is evident that, with full employment and full production, resources must be diverted from the production of consumer goods in order to be used in the production of capital goods. We must currently tighten our belts as consumers to free resources for the production of capital goods which will increase productive efficiency and permit us to have a greater output of consumer goods at some future date. The Russian citizenry, for example, has paid for an accelerated rate of industrialization in terms of a standard of living below that which might have otherwise prevailed.

## Specialization

The extent to which society relies upon specialization is astounding. The vast majority of consumers produce virtually none of the goods and

services they consume and, conversely, consume little or nothing of what they produce. The hammershop laborer who spends his life stamping out parts for jet engines may never "consume" an airplane trip. The assembly-line worker who devotes eight hours a day to the installation of windows in Chevrolets may not own a car, or if he does, it may be a Ford. Few households seriously consider any extensive production of their own good, shelter, and clothing. Many a farmer sells his milk to the local creamery and then buys oleomargarine at the Podunk general store. Society learned long ago that self-sufficiency breeds inefficiency. The Jack-of-all-trades may be a very colorful individual, but he is certainly lacking in efficiency.

In what specific ways might human specialization-the divison of labor-enhance productive efficiency? First, specialization permits individuals to take advantage of existing differences in their abilities and skills. If caveman A is strong, swift afoot, and accurate with a spear, and caveman B is weak and slow, but patient, this distribution of talents can be most efficiently utilized by making A a hunter and B a fisherman. Second, even if the abilities of A and B are identical, specialization may prove to be advantageous. Why?

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HOW TO SKIM

. . . CONCENTRATE,

TRAIN
YOUR
MEMORY

SUMMER TRANSITIONS

SESSION IV

STUDY SKILLS: HOW TO SKIM, HOW TO STUDY (SQ3R)
TRAINING YOUR MEMORY, LEARNING TO CONCENTRATE

NOTE: Collect BG Community/BGSU Campus Exercise papers.

OBJECTIVES

After completing this unit, students will know:

1. How to skim a textbook effectively for facts and for efficient, quick reading.
2. The SQ3R study method.
3. The benefits of organized study.
4. Techniques for remembering what has been learned.
5. Techniques for improving concentration.

PROCEDURES

1. Use the accompanying materials and pp. 117-149 of The Now Student as a basis for this session.
2. Show on overhead correct markings for passages to be underlined that were completed as homework.
3. Briefly discuss skimming, encourage them to practice with every reading assignment they have.
4. Have SQ3R Study Method sheets put on overhead transparencies.
5. Discuss SQ3R method.
6. Have the class practice turning headings into questions from their textbooks. This can be done as class discussion or in groups.
7. Discuss the "Training Your Memory" and "Learning To Concentrate" sections. See if they have questions.
8. Have students work on selected exercises on pp.133 and 142 while you go over study habits inventory (filled out first day) and work on an efficient study schedule (p.134) with them individually.

RELATED MATERIALS AND EXERCISES

1. See accompanying sheets on SQ3R.
2. Students will have brought a textbook to class.

ASSIGNMENTS

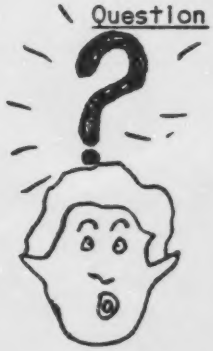
1. Have students do exercise #4, p.133, finish any of the exercises 1-5 on p.142 they didn't do in class, and do exercise 6 before the next class session. They should also do the exercises on p.149 to practice concentration.
2. Students should study pp.151-164. Remind them to apply the SQ3R technique.

# SQ3R Study Method

## Steps in the SQ3R Method

The title for this new higher-level study skill is abbreviated to make it easier to remember and to make reference to it more simple. The abbreviation SQ3R stands for the steps that the student follows in using the method. A description of each of these steps is given below.

Survey 1. Glance over the headings in the chapter to see the few big points that will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute and will show the three to six core ideas around which the discussion will cluster. This orientation will help you organize the ideas as you read them later.



Question 2. Now begin to work. Turn the first heading into a question. This will arouse your curiosity and thereby increase comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. The question also will make important points stand out at the same time that explanatory detail is recognized as such. Turning a heading into a question can be done at the instant of reading the heading, but it demands a conscious effort on your part.

Read 3. Read to answer that question, i.e., to the end of the first headed section. This is not a passible plodding along each line, but an active search for the answer.

Recite 4. Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and cite an example. If you can do this you know what is in the book; if you cannot, glance over the section again. An excellent way to do this reciting from memory is to jot down brief cue phrases in outline form on a sheet of paper.

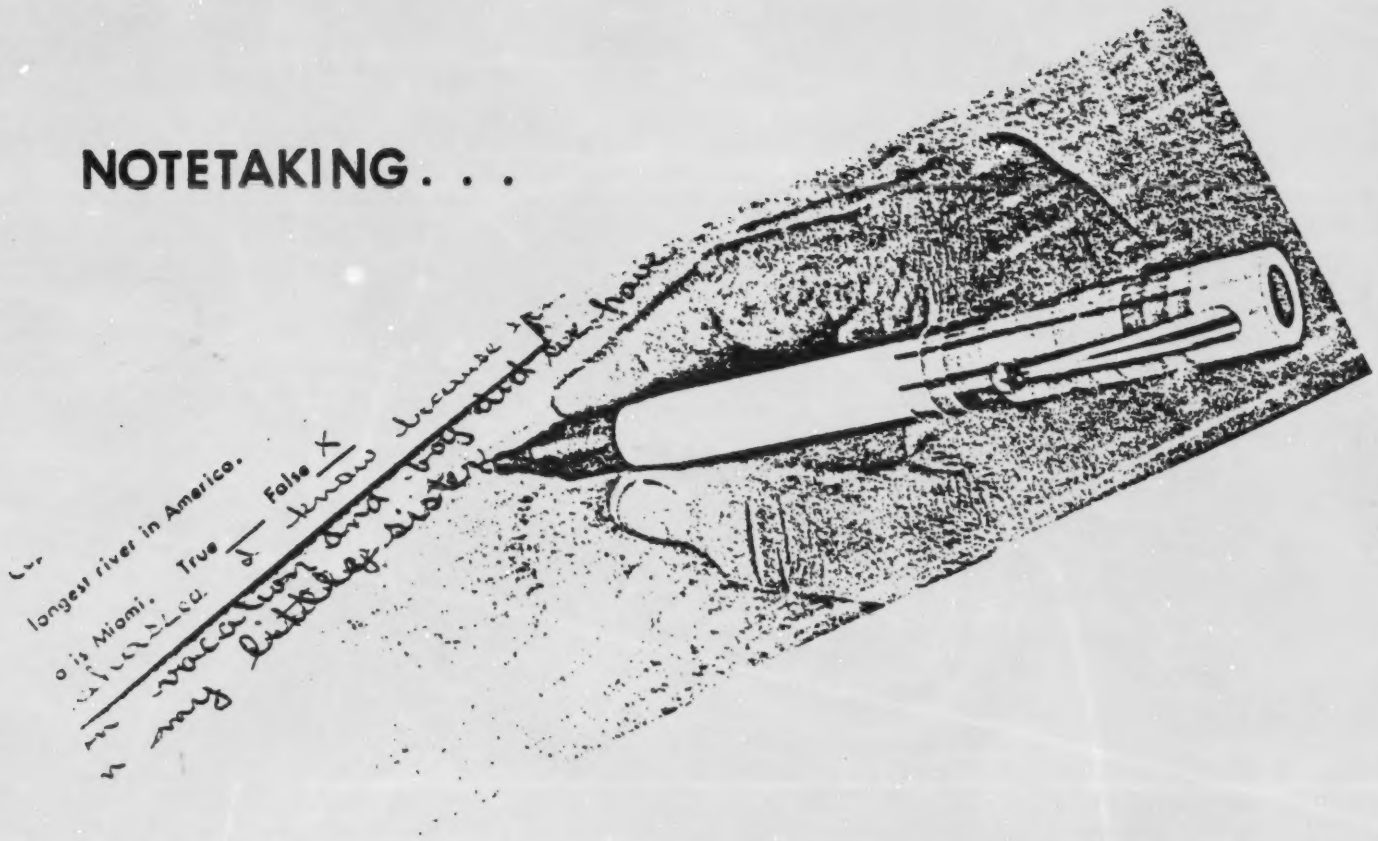
Now repeat steps 2, 3, and 4 with each successive headed section: that is, turn the next heading into a question, read to answer that question, and recite the answer by jotting down cue phrases in your outline. Read in this way until the entire lesson is completed.

Review 5. When the lesson has been read through in this way, look over your notes to get a bird's eye view of the points and their relationship and check your memory as to the content by reciting the major sub-points under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.

These five steps of the SQ3R method--survey, question, read, recite, and review--when polished into a smooth and efficient method should result in faster reading, picking out the important points, and fixing them in memory. The student will find one other worthwhile outcome: Quiz questions will seem familiar because the headings turned into questions are usually the points emphasized in quizzes. By predicting actual quiz questions and looking up the answers beforehand, the student feels that he is effectively studying what is considered important in a course.

Source: - Robinson, Francis P., Effective Study, Harper and Row, 1970.

## NOTETAKING . . .




## LISTENING EFFECTIVELY . . .

SUMMER TRANSITIONS

SESSION V

STUDY SKILLS: LISTENING EFFECTIVELY
NOTETAKING

OBJECTIVES

After completing this unit, students will:

1. Know how to listen effectively
2. Know the purpose of taking notes
3. Know different methods of notetaking
4. Be able to take effective notes from a guest lecturer
5. Answer questions about the lecture

PROCEDURES

1. Discuss briefly their experiences with the memory and concentration exercises.
2. Remind them to keep using the study schedule they have worked out.
3. Use pp.151-168 in The Now Student as a basis for this session. Supplement with accompanying materials on notetaking. "Notetaking Forms" are on overhead transparencies.
4. Discuss importance of effective listening. Do a few of the exercises on pp.157-158 in The Now Student. Students could work in pairs.
5. Discuss the forms used in notetaking, that is, the standard outline form and numbered sentence form and the "sentence outline method," the "simple outline methods" and the "numbered sentence method." Deliver short lecture from outline, "Taking Lecture Notes"; have students take notes. Show outline on overhead and show them how their notes should look.
6. Large group presentation: Guest lecture. Students should take notes. They will be given a quiz on the lecture at Session V.
7. The instructor in the class should also take notes during the lecture, writing them on overhead transparencies.

RELATED MATERIALS AND EXERCISES

1. See accompanying materials on Notetaking Forms and taking lecture notes.
2. One or two guest lecturers from academic areas in which freshmen must take group requirements will present short (15-30 minutes) excerpts from a lecture they would give in a freshman class. The guest lecturers will have met with facilitators in advance to clue them in on material being presented.

ASSIGNMENTS

1. Study notes for quiz on lecture and material covered so far--bring them to next class to hand in.
2. Study pp.187-208 in The Now Student, remembering to use the SQ3R technique.
3. Have students complete Time Management exercise, "How I Spend My Time in a Week." They should start with 5:30 after leaving class, continue for the next week and bring the completed schedules to class for Session VII, one week later.

# NOTE-TAKING FORMS

One effective method of note taking is the "Sentence Outline Form" that lets you use your notes to study for exams.

This form of note taking uses an outline, but instead of writing only phrases or key words, you write sentences about the major points dicussed in class.

Here is an example of the "Sentence Outline Form":

I. Plant diseases that attack tomatoes and how to prevent them
   A. Blossom End Rot: the blossom end of fruit becomes dry, sunken, leathery and brown-black. To prevent:
      1. Maintain even soil moisture by watering during dry periods
      2. Mulch (cover the soil with a substance to prevent loss of moisture) during drought
      3. Fertilize (feed the plants) based on soil tests

   B. Root Rot: plants become pale, yellow, and/or stunted. May wilt, die, or collapse. They do not respond to water or fertilizer. To prevent or cure:
      1. Practice rotation (don't plant the same vegetable in the same spot each year)
      2. Avoid wet, poorly drained soils
      3. Remove and destroy affected plants
      4. Control nematodes (worms that eat the plant's roots)

II. Plant diseases that attack cabbage plants and how to cure or prevent them.

---

The above is the "Sentence Outline Form" of note taking. As you can see, you could use those notes to study from. Compare the above with the following which is the "Simple Outline Form":

I. Plant diseases of tomatoes
   A. Blossom End Rot. To prevent:
      1. soil moisture
      2. mulch
      3. fertilize
   B. Root Rot
      1. rotate
      2. avoid wet soil
      3. remove plants
      4. control nematodes

II. Plant diseases of cabbage plants and cures

As you can see, the above "Simple Outline Form" would be used more as a study guide to be used with your textbook since you would have to look up what each phrase means.
Some students prefer the numbered sentence form. In this form you write down each point made and number them. But if you use this form, it is important to review your notes right after class to mark the major points to clarify your notes.

Here is an example of the numbered sentence approach:

* (1.) Certain diseases attack tomatoes.
2. Home-grown tomatoes are good to eat just plain.
Disease (3.) Blossom End Rot makes the fruit dry, sunken, leathery and brown-black.
To prevent (4.) Water plants during dry periods to maintain even soil moisture.
5. Having a garden is a wise thing to do.
To prevent (6.) Mulch (cover the soil with a substance to prevent water loss) during drought.

# TAKING LECTURE NOTES

I. There are many reasons for taking lecture notes
   A. To help you determine what the instructor considers important (and, therefore, will likely be on tests)
   B. To force yourself to listen carefully and to test your understanding of the material
   C. To obtain supplementary information not found in the textbook
   D. To help you study for exams

II. Instructors usually give clues to what is important to take down. Some of the more common clues are:
   A. Material written on the blackboard
   B. Repetition
   C. Emphasis
      1. Emphasis can be judged by tone of voice and gesture
      2. Emphasis can be judged by amount of time instructor spends on points and the number of examples s/he uses
   D. Word signals (e.g., "There are <u>two points of view</u> on . . .," "The <u>third</u> reason is . . . ," "In <u>conclusion</u>. . . . ").
   E. Summaries given at end of class
   F. Reviews given at beginning of class

III. Each student should develop his/her own method of taking notes, but most students find the following suggestions helpful:
   A. Make the notes brief, but provide enough information for understanding
   B. Put most notes in your own words. But the following should be noted exactly:
      1. Formulas
      2. Definitions
      3. Specific facts
   C. Us an outline form and/or a numbering system
   D. Indentation helps distinguish major from minor points
   E. If you miss a statement, write key words, skip a few spaces, and get the information later
   F. Don't use every space on the page. Leave room for adjusting notes or coordinating notes with text
   G. Date your notes; number the pages
   H. Review notes as soon as possible after class--adjust and "fill in" information

TIME MANAGEMENT EXERCISE
HOW I SPEND MY TIME IN A WEEK

Directions: In the time blocs provided, keep track of how you spend your time for one week. Bring this completed schedule to the third class meeting, one week from today. Start filling in blocs when you leave class, beginning with 5:30 p.m. today.

| TIME | MON | TUE | WED | THUR | FRI | SAT | SUN |
|---|---|---|---|---|---|---|---|
| 7:30 | | | | | | | |
| 8:30 | | | | | | | |
| 9:30 | | | | | | | |
| 10:30 | | | | | | | |
| 11:30 | | | | | | | |
| 12:30 | | | | | | | |
| 1:30 | | | | | | | |
| 2:30 | | | | | | | |
| 3:30 | | | | | | | |
| 4:30 | | | | | | | |
| 5:30 | | | | | | | |
| 6:30 | | | | | | | |
| 7:30 | | | | | | | |
| 8:30 | | | | | | | |
| 9:30 | | | | | | | |
| 10:30 | | | | | | | |
| 11:30 | | | | | | | |
| 12:30 | | | | | | | |

# SUMMER TRANSITIONS

## SESSION VI

## STUDY SKILLS: TEST-TAKING

### OBJECTIVES

After completing this unit, students will know:

1. How to prepare for a test.
2. How to review for the test.
3. How to approach the test.
4. How to analyze the test.
5. How to take objective tests and how to take essay tests.

### PROCEDURES

1. Give short quiz on the guest lecture and material covered so far. Collect quiz and notes from guest lecture.
2. Show notes you, as instructor, took on guest lecture. Point out the following:
   a. the form (outline or numbered)
   b. the method used ("sentence" or "simple")
   c. abbreviations that make sense and save time
   d. examples that make sense to the writer
   e. date, class, instructor's name and numbered pages
   f. when to check spelling
   g. when to clarify notes
   h. to review, underline and complete notes (if necessary) after class
3. Discuss briefly any problems they felt they had taking the quiz.
4. Use pp.187-208 in The Now Student as basis for this session.
5. Distribute the twenty question quiz on following directions, and tell the students to quietly complete it.
6. Discuss purpose of this quiz exercise.
7. Have sheets on "Some General Remarks About Exams" put on overhead transparencies.
8. Discuss the major points on the sheets:
   a. Before the exam
   b. During the exam
   c. After the exam
   d. Reviewing
9. Have students work on selected exercises in The Now Student, pp.193,201,209.

### RELATED MATERIALS AND EXERCISES

1. See accompanying materials on test-taking.
2. Use pp.187-208 in The Now Student as further basis for this session.

### ASSIGNMENT

1. Students should study pp.169-172, 211-232 in The Now Student.
2. Remind them of their Time Management, How I Spend My Time exercise due next class.

DIRECTIONS: Do exactly as instructed. Follow the instructions for each statement. Ask no questions.

1. Read everything before you do anything.
2. Proceed carefully and cautiously.
3. Put your name in the upper right-hand corner of this paper.
4. Circle the word "name" in sentence three.
5. Draw five small squares in the upper left-hand corner of this paper.
6. Put an "X" in each square.
7. Put a circle in each square.
8. Sign your name in the lower left-hand corner of this paper.
9. After your name, write "yes, yes, yes."
10. When you get to this point, call out your name.
11. Draw a triangle around the "X" which you will mark in the lower right corner.
12. Draw a rectangle around the word "paper" in sentence three.
13. On the reverse side of this paper, quickly multiply 70 X 38.
14. Put a circle around sentence number 8.
15. Punch three small holes in your paper with your pencil here . . .
16. Count orally backwards from 10.
17. Underline all even numbers on the left-hand side of this paper.
18. Put a circle around the answer to the problem in number 13.
19. Close your eyes for four seconds, then proceed to sentence 20.
20. Now that you have finished reading carefully, do only sentence 3.

BEFORE THE EXAM:

1. Find out what the exam will cover. This will give you a "set" for reviewing.

   No exam covers everything taught in a course.

2. Find out what kind of an exam it will be: objective, essay, or a combination of both.

   If it's an essay exam, find out whether there will be several short questions of this type, or whether there will be one or more long ones, or both.

   Objective exams require a specific type of response from you; essay exams require something just as specific, but different. There are successful techniques for preparing for and taking each kind. (See our handouts on "Essay Exams" and "Objective Exams".)

3. Reviewing is a big stumbling block, largely because the task looks so large that the human tendency is to postpone it. This leads to the all-night cram session which sends you into the exam with a blurred mind filled with a jumble of facts and no sense of proportion. (There is, however, such a thing as sensible cramming: see below.)

   Start reviewing methodically and fairly early. Make human nature work for you.

   (a) On reviewing methodically:

   Separate review time from work on daily assignments.

   Review in short chunks every day - at the most, two hours at a time. (If you work more than that, brain-fag sets in and you're wasting time. If you must work more than that, give yourself a deliberate, unexciting break of ten to fifteen minutes, before you start again. If you're interested in why this is good advice, read pages 31-36 in How to Study and Take Exams by Lincoln Pettit.)

   Divide the review material in each course into logical sections and concentrate on one at a time. Terminology is a good place to start, if you're weak on it.

   Relieve your mind by reviewing your worst subject first. A lot of what is called review is really learning something for the first time, and naturally this will take the most effort.

   Re-review your toughest subject just before the exam - the day before, or even the night before. This is a sensible form of cramming, because it is really review.

   (b) On reviewing early:

   There is such a thing as reviewing too early, if you have not been thoroughly on top of the material since the course began. Assuming you are average, and there's plenty you

(b) On reviewing early, cont'd:

don't remember, the best time to start is probably about two weeks before a major exam if you're fairly weak in the subject, or a week before it, if you're moderately sure of yourself.

4. Make sure you know certain elementary additional facts about the exam, such as where it is, when it is, and what you are expected and allowed to bring with you. Then get there early, with the appropriate materials.

FOR MORE DETAIL ON EFFICIENT TECHNIQUES OF REVIEWING, see our handout, "Effective Skill in Reviewing"

DURING THE EXAM:

1. Before you start writing:

(a) Glance over the whole exam. This does two things for you:

It gives you a "set" on the exam: what it covers, where the emphasis lies, what the main ideas seem to be. Many exams are composed of a series of short questions all related to one particular aspect of the subject, and then a longer one developing some ideas from another area.

It relaxes you, because if you read carefully all the way through it, you are bound to find something you feel competent to answer.

(b) OBSERVE THE POINT VALUE OF THE QUESTIONS and then figure out a rough time allowance. If the total point value for the test is 100, then a 50-point question is worth about half of your time, regardless of how many questions there are. A quick rule of thumb for a one-hour test is to divide the point values in half.

(c) UNDERLINE ALL SIGNIFICANT WORDS IN THE DIRECTIONS.

Many a hapless student has penalized himself because he did not see the word "or", in "Answer 1, 2, or 3." You do not get extra credit for answering three questions in that case.

"Enumerate" does not mean "discuss." (See the accompanying RSSL handout on "Common Key-Words Used in Essay Questions.")

If you do not clearly understand the directions, ask the proctor.

2. When you begin to work:

(a) Tackle the questions in the order that appeals to you most. There is nothing sacred about the order in which the questions are asked. Doing well on a question that you feel relatively sure of will be reassuring and will free your mind of tension. The act of writing often unlocks the temporarily blocked mental processes; when you finish that question you will probably find the others less formidable. On the other hand, you may be the type of person who wants to get the big one off his mind first, and save the easy ones "for dessert." If you are writing in an exam book, be sure to identify the questions clearly.

(b) Keep the point value and time allowance in mind.

This may save you from a very common and panic-producing mistake - such as taking twenty minutes of an hour test to answer a five-point question, and then finding you have five minutes left in which to answer a twenty-point question. It is impossible to score more than five points on a five point question!

DURING THE EXAM: (Cont'd)

(c) Work methodically, forcing yourself, if necessary, to do so. If you tend to rush at things, slow down. If you tend to dawdle, pace yourself.

3. When you are finished:

Check over your entire paper, for two purposes:

- to see if you have left out any questions you meant to tackle later, and to see if you have followed directions.
- to catch careless errors. Note: don't take time to copy answers, unless you're sure they're really illegible. You are not graded on neatness, but on accuracy.

AFTER THE EXAM:

An excellent way to learn how to take exams is to analyze what you've done on one. When you get your paper back, go over it, noting not only what you did wrong, but why. An hour or two spent in this way may be extremely valuable. See if you detect any point-eating tendencies, such as getting the main idea and then rushing sloppily through the proofs, or simply not following directions, or bogging down on relatively unimportant items, or misreading questions entirely. The next time you face an exam, consciously watch yourself for the weaknesses.

Also note what you did right! This may save you hours of worry, the next time around. That question on the English test, that haunted you for the next several days, may prove to be the one you did best on. Why did it get such a good reception? Often, such analysis proves genuinely reassuring.

## EFFECTIVE SKILL IN REVIEWING

Knowing that an examination will come sometime after he has read a lesson, a student wants to set up a review schedule which, with the least effort, will place him at a peak of efficiency for the examination. Research studies indicate not only the best timing for these reviews, but also something as to the most effective types of review.

### Timing of Reviews

Since forgetting takes place so rapidly after learning, it is evident that some review should come early, when review will be easy and most effective. Last-minute careful "cramming" also has the value of returning memory to something of its original freshness just before the examination. Research studies show that both of these timings are more effective than review in between. The student's problem is to distribute his review times so that no single review takes much time and so that studying before an examination does not become a hectic and fatiguing effort.

Certain principles are also of value in determining the distribution of review time as the student approaches an examination. The very size of the task of reviewing for a mid-term or final exam tends to lead to procrastination. The lengthy cramming session which too often occurs just before the exam greatly fatigues the student so he cannot be as alert the next day on the test. And during a given study period there is a tendency to get the next day's lesson before starting to review; then there is rarely time for review.

The following principles have been found to help with those difficulties:

Several review times should be scheduled, rather than one lengthy session.

All review time should be scheduled separately from study time.

A definite segment of the material should be assigned to each review time.

A student probably should not review for more than an hour or two the night before an examination.

Between immediate review and review just before the exam there is need for some informal intermediate review to keep the material fresh in memory. Because, as indicated in many research studies, memories tend to become reorganized in a dynamic way with the passage of time, such intermediate review tends to keep ideas in line with the actual facts read. An occasional looking over of one's notes, with rereading on obscure points, will do much to reduce forgetting and will tie in previous material with what is then being studied.

SUMMER TRANSITIONS

SESSION VII

STUDY SKILLS: HOW TO WRITE EFFECTIVELY
CURIOSITY, TIME MANAGEMENT, ACADEMIC ADVISING

OBJECTIVES

After completing this unit, students will:

1. Know more effective ways to write a paper for a course
2. Know how to make their natural curiosity and interest work for them in studying
3. Know how to effectively manage their time
4. Know the advantages of utilizing time management principles
5. Be familiar with academic advising at BGSU and know how an advisor can aid them in utilizing the various academic resources at BGSU

PROCEDURES

Use the text, The Now Student, pp.169-172, 211-232 and accompanying materials as a basis for this session.

1. Briefly discuss textbook pages 169-176 on effective writing. Stress that these helpful hints will be covered more thoroughly in the various English classes they are taking or will take.
2. Stress importance of proofing or editing work to be handed in and if time do exercise on p.176.
3. Briefly go over the ideas about curiosity and interest as aids to studying more effectively, p.211-217.
4. Discuss rationale for their keeping the daily log for the past week (i.e., to show them how they are currently managing their time).
5. Have the unit on Planning a Personal Activity Schedule put on overhead transparencies.
   a. discuss the sample schedule
   b. discuss the information in unit in terms of how to complete the Personal Schedule
6. Do selected exercises in The Now Student, p.225 (#5 is especially good).
7. Discuss role of academic advising office in helping select courses. Use p.227-230 in The Now Student as basis for discussion.

RELATED MATERIALS

1. See acompanying Unit on Planning a Personal Activity Schedule.
2. Use identified pages and exercises in The Now Student.

ASSIGNMENT

1. Have students complete a Time Management Schedule (in their packets) for the next class meeting using the principles discussed during class.
2. Have students visit their academic advising office and pick up a check list for their potential major, along with any other brochures describing information about programs of interest to them. They should also look up that major in the General Bulletin.
3. Students should make an appointment to talk to either an advisor or professor or student in the potential major in order to get a better idea of what that major entails.
4. Students should write a one page paper about their potential major (or the one they investigated) stating what it covers and why they might or might not still be interested in pursuing this major.

A DIARY OF TIME

| EXAMPLE | | | | MONDAY | | | | TUESDAY | | | | WEDNESDAY | | | | THURSDAY | | | | FRIDAY | | | | SATURDAY | | | | SUNDAY | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activity | Beg. | End | Time | Act. | Beg. | End | Time | Act. | Beg. | End | Time | Act. | Beg. | End | Time | Act. | Beg. | End | Time | Act. | Beg. | End | Time | Act. | Beg. | End | Time | Act. | Beg. | End | Time |
| SLEEP | | 7:30 | 8hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Toilet | 7:30 | 7:55 | 25 min | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Break | 7:55 | 8:15 | 20 min | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study FRENCH | 8:15 | 9:15 | 1 hr | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| class | 9:30 | 10:30 | 1 hr | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coffee | 10:30 | 10:45 | 15 min | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| study history | 10:45 | 11:30 | 45 min | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| lunch | 11:30 | 12:30 | 1 hr | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| class | 12:30 | 1:30 | 1 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| class | 1:30 | 2:30 | 1 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WORK | 2:30 | 4:30 | 2 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social | 4:30 | 5:30 | 1 hr | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dinner | 5:30 | 6:30 | 1 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (study) Read | 6:30 | 7:30 | 1 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Paper | 7:30 | 8:30 | 1 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Break | 8:30 | 9:00 | 30 min | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study | 9:00 | 10:00 | 1 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recreation | 10:00 | 11:00 | 1 hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Toilet | 11:00 | 11:30 | 30 min | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sleep | 11:30 | | 8hr. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

## PLANNING A PERSONAL ACTIVITY SCHEDULE

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT. | SUN. |
|---|---|---|---|---|---|---|---|
| 8:30 | BREAK-FAST | ---------- | ---------- | ---------- | ---------- | Sleep | Sleep |
| 9:30 | BIOLOGY | 104 | PER | BIOLOGY | 104 | Sleep | Sleep |
| 10:30 | ENGLISH | 111 | PER | ENGLISH | 111 | Study Biology | Study Psych. |
| 11:30 | Free Time | Free Time | Free Time | Free Time | Free Time | Relax | " " |
| 12:30 | LUNCH | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- |
| 1:30 | PSYCHOLOGY 201 | ---------- | ---------- | ---------- | ---------- | Play Tennis | Relax |
| 2:30 | JOB -- Work from | 2:00 until | 3:00 at Rogers Desk | | | ----- | Work |
| 3:30 | Free Time | Write English Paper | Free Time | Biol. | Free Time | Work | Work |
| 4:30 | Workout at Gym | " | Workout at Gym | Lab. | Workout at Gym | Work | Workout at Gym |
| 5:30 | DINNER | ---------- | ---------- | ---------- | ---------- | ---------- | ---------- |
| 6:30 | Study English | Read Psych. | Write English Paper | Study Psych. | Social | Social | Study Psych. |
| 7:30 | " " | " " | " | " " | Social | Social | " " |
| 8:30 | " " | " " | " | " " | Social | Social | " " |
| 9:30 | Break | Break | Break | Club Meeting | Social | Social | Break |
| 10:30 to 12:30 | Read Biology | Read Biology | Read Biology | " " | Social | Social | Read Biology |

The sample shown above represents a well-planned personal activity schedule for a college student. It is well-planned because it enables the student to organize his time effectively and permits participation in a variety of activities. This schedule assumes that the student will have a well-balanced collegiate life-style and that he will also be able to eat regularly and get an adequate amount of sleep. In addition to in-

cluding 15 hours of class attendance, 3 hours a day for breakfast, lunch, and dinner, 7-8 hours of sleep each night, and 29 hours of study time each week, the sample schedule also allows the following blocks of time for other activities:

| | |
|---|---|
| employment ..... | 10 hours |
| recreation/sports..... | 9 hours |
| socializing..... | 12 hours |
| study breaks ..... | 4 hours |
| free time/recreation..... | 10 hours |

It should be obvious that this is not the schedule of a "bookworm." The schedule allows time for the student to lead an active and varied life on campus while still permitting ample time for class attendance and studying. In fact, this is the primary benefit of personal planning - IT ENABLES THE STUDENT TO DO WHAT HE OR SHE WANTS TO DO AND STILL MEET THE ACADEMIC REQUIREMENTS OF THE UNIVERSITY.

Setting up a Personal Activity Schedule

The simplest method of setting up a schedule of personal activities is to follow the steps listed below in completing the attached schedule form:

STEP 1 - Fill in all blocks of time taken up by class meetings.

STEP 2 - Fill in the blocks of time usually taken for meals.

STEP 3 - Fill in the blocks of time to be used for study (as a general rule, one should allow at least two hours of study time for each hour of class meeting time).

STEP 4 - Fill in the blocks of time to be used for fixed-schedule activities (those that take place at the same time each week - such as working hours or organizational meetings).

STEP 5 - Fill in the remaining blocks of time with personal/social activities such as socializing, recreation, leisure, etc.

In making decisions as to the allocation of time slots, keep the following tips in mind:

- always leave free time during the day so that business matters can be handled during the regular university office hours
- be sure to schedule an adequate amount of sleep
- always schedule at least two or three hours time in a solid block for completing writing assignments

- schedule in a "study break" for every two to three hours of study time
- plan to study every day rather than attempting to study for ten hours during a Saturday or Sunday
- allow several hours each week for some form of physical activity
- be realistic in assigning time blocks; don't plan to study for four hours on Saturday night if you know that you'll be wanting to go out on a date
- alternate the type of studying that you do; don't plan to read a textbook for five hours at a time - read for an hour or two, then do some exercises or problems, followed, perhaps, by work on a writing assignment
- use the "best" time for each activity in your schedule; if you're not fully awake until 10:00 AM, don't plan to read your psychology text from 8:00 AM until 9:30 AM
- allow yourself time to participate in extra-curricular activities such as clubs or campus organizations

Following Your Schedule

Now that you have set up a personal activity schedule, you must be prepared to follow it. If you're not used to scheduling your time, this may be difficult at first. The important thing is that you consistently attempt to follow the schedule that you have set up for yourself. After a while, following your schedule will become almost automatic. With practice, you will also learn to plan realistic schedules that can be followed with relative ease.

It is often useful to make two copies of a personal activity schedule One can be taped to the back of your door so that you can check it each day before leaving for class. The other copy should be included inside your notebook so that you can have it with you for reference during the day.

Make it a habit to refer to your schedule often during the day so that you will know what you should be doing at any given time. Make whatever adjustments are necessary in your schedule as you go through the day. If you need to go to the laundry instead of studying English on Tuesday afternoon, keep in mind that you have lost the time assigned to English study and plan to put it in elsewhere in your schedule - perhaps on the

following day during a "free time" period.

Getting Things Done

One of the most effective means of accomplishing personal objectives on a day-to-day basis is to list those things that you want to do and then assign priorities to them. Typically, this process starts with a list of things to be done. For the average student, the list might look something like the one shown here -

| |
|---|
| Write letter home |
| Call Nancy for Fri. night |
| Pick up biology lab book |
| Write outline for English paper |
| Pick up football tickets |
| Check library for Eng. paper ref. |
| Do laundry |
| Return Larry's class notes |
| Go to writing lab |
| |
| |

This list includes those things that a student might need to do on a given day. By writing out such a list, the student knows what he has to do and can make plans to perform various tasks during the day. As each task is completed, they can be checked off of the list. By do doing, the student knows what he has accomplished and what remains to be completed. A simple list provides a record of accomplishment and helps to avoid the feeling that the day has been wasted.

Often, however, a simple listing of tasks to be performed is not sufficient. Some tasks, for instance, are more important than others and some tasks cannot be started until others have been completed. In the list above the student apparently has an English paper to do. In order to complete it, he has indicated that he should "Write an Outline," "Check library for Eng. paper references," and "Go to writing lab." Actually, he should probably go to the writing lab first, get some help in organizing the outline, and some advice on selecting references before going to the library. These activities, then, should be listed in order of their priority. Likewise, it

would appear to be important that the student "pick up (his) biology lab book" as soon as possible if it is required for the course. Also, Nancy might not be available for Friday night unless he calls early and, if the football tickets are not picked up relatively quickly, there might not be any left by the time he gets around to it. Therefore, if this list were to reflect the importance of each activity relative to the time frame in which it should be accomplished, the order in which the activities are listed might be different.

This same list, based on consideration of priorities, would look like this:

| |
|---|
| 1. Pick up biology lab book |
| 2. Go to writing lab |
| a. Develop outline for paper |
| b. Get advice on resources |
| 3. Go to library and obtain references |
| 4. Call Nancy for Friday night |
| 5. Pick up football tickets |
| 6. Return Larry's class notes |
| 7. Do laundry |
| 8. Write letter home |
| |
| |

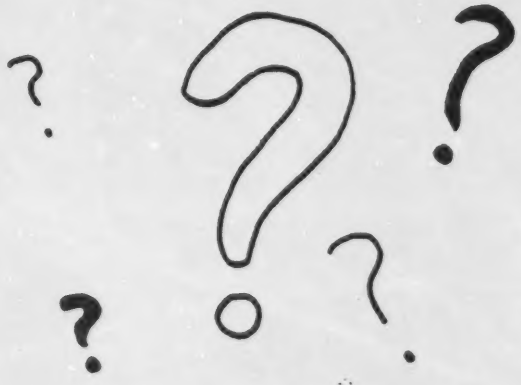
By listing activities in the order of their priority, it is possible to insure that the most important items are taken care of first. It may be desirable to write a letter home or to do the laundry but, if these items must be put off to another day, fewer problems would be caused than if an English paper were not completed on time or a biology lab manuel was not available when it was needed.

This section on planning a personal activity schedule was written by Hunter Boylan.

ASSERTIVENESS. . .

RELATIONSHIPS. . .

PROBLEM—SOLVING. . .



SUMMER TRANSITIONS

SESSION VIII

ISSUES FACING COLLEGE STUDENTS

OBJECTIVES

1. To help students deal with some of the problems and issues encountered as part of making the transition into college: Relationships, Assertiveness, Problem-Solving.
2. To have students become aware of the characteristics of an educated person.
3. To have students examine the purposes of higher education.

PROCEDURES

1. Instructors should try and ascertain which of the problems and issues above are most relevant to the students in their particular section and then they can concentrate on that area for most of the session.
2. The accompanying materials on "Relationships," "Assertiveness" and "Problem-Solving" may be drawn from in order to implement this session as effectively as possible to meet the students' perceived needs.
3. Students will meet in a large group (with other sections) for the last half hour to view "Impressions of the University," a 15 minute slide show about the function and value of a university education.

RELATED MATERIALS AND EXERCISES

1. See accompanying pages for materials and resources, to use for "Relationships," "Assertiveness," or "Problem-Solving."

ASSIGNMENT

1. Students should read the articles from the BG News which stress assertiveness and getting involved.
2. Have students read "The Brothers Holenstein" and be prepared to discuss it at the next session.

## ISSUE 1: RELATIONSHIPS

### Part 1 Laying the Groundwork

To begin examining and exploring the meanings of relationships, types of relationships, and feelings associated with relationships.

A. Group Question - Have students write down brief responses to question 1. Have them then discuss their responses. Then do the same with question 2 and 3 (give examples of different kinds).

1. When you think about a "relationship" what comes to mind?
2. What kinds of feelings are attached to the notion of relationships? (Sadness, joy, loneliness, fear etc.)
3. Whether or not you are involved in a relationship, do you <u>want</u> to be involved in a relationship? - and if so, what kind?

Traditional-Male/Female
Friendship - M/M, M/F, F/F
Sexual
Open

Provide Brief Descriptions

### Part 2 Issues in Relationships

To give students a chance to discuss issues and concerns in continuing relationships; to gain an understanding of their concerns; their partner's concerns; to gain an understanding of the feelings and behavior of themselves, the opposite sex, and others of the same sex involved in continuing relationships; to realize that they are not alone in their concerns; and to perhaps gain some awareness of possible solutions.

A. Hand out sheet listing examples of issues in relationships

B. Have students write down what they feel are issues or concerns in relationships (these may differ for those on the list). Turn in to instructor (anonymous). Write down concerns on the board.

C. Break into small groups (4-6 students plus an instructor) and decide which of the concerns they believe to be the most crucial concerns.

D. Get back into larger groups and discuss major concerns.

E. Have each person write out one or more questions about relationships that he/she would like to have answered by a member of the opposite sex.

Use fishbowl of same sex to answer all questions from opposite sex while opposite sex observes and then reverse the process.

Follow this with general discussion of what happened in the fishbowls.

Part 3 Ending Relationships

To examine reasons for ending relationships, difficulties and concerns associated with ending relationships, and ways of ending relationships.

A. Group Questions - Have students write down brief responses to question 1. Have them then discuss their responses. Then do the same with questions 2 - 5.

1. Why end a relationship?
2. Is it alright to end a relationship?
3. Can ending a relationship be positive?
4. How do I feel when I end a relationship?
5. How does it feel when someoneelse ends a relationship in which I've been involved?

B. Model ways to end relationships - using members of class to role play what they consider to be crazy ways and helpful ways.

C. Discussion Groups around this issue.

Could use fishbowl technique here again with like sex individuals discussing this issue while opposite sex listens. Reverse the groups.

ISSUES IN RELATIONSHIPS

1. Long Distance Relationships
2. Sex
3. Jealousy
4. Money
5. Values
6. Demands from partner
7. Lifestyles
8. Commitment
9. Personal freedom
10. Moving too quickly
11. Dating around
12. Saying "No" in a relationship

ISSUE 2: ASSERTIVENESS

1. Begin the session by administering the Assertiveness Inventory, scoring it, and eliciting reactions from the students. (10-15 Min.)

2. Lecturette on Assertiveness (30 Min.)

   a. Contrast assertive behavior with (nonassertive) passive and aggressive behavior. (See Chapter 1 in Alberti and Emmons, Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, California: Impact 1974. And attached materials for this session.)

   b. Types of assertive behavior (Verbal, Reactive, Non-Verbal).

   c. Consequences of assertive behavior (Positive, Negative).

3. Brainstorm situations with the class in which assertive behavior might be helpful to them as students. (Include roommate problem, talking to professors, and people in university offices such as Bursar, Parking etc.). Brainstorm situations with the class in which assertive behavior may not have a positive effect. (10 Min.)

4. Break the class into small groups and have each group choose a situation from the first list generated in step 3 and give the groups time to develop a 2 min. skit in which assertiveness is demonstrated. (10-15 Min.)

5. As time permits have a few groups perform the skit and discuss reactions of the whole group. Use the rating sheet for observers of assertiveness Role-Plays if desired.

The following questions will be helpful in assessing your assertiveness. Be honest in your responses. All you have to do is draw a circle around the number that describes you best. For some questions the assertive end of the scale is at 0, for others at 4. Key: 0 means no or never; 1 means somewhat or sometimes; 2 means average; 3 means usually or a good deal; 4 means practically always or entirely.

1. When a person is highly unfair, do you call it to his attention? . . . . . 0 1 2 3 4
2. Do you find it difficult to make decisions? . . . . . 0 1 2 3 4
3. Are you openly critical of others' ideas, opinions, behavior? . . . . . 0 1 2 3 4
4. Do you speak out in protest when someone takes your place in line? . . . . . 0 1 2 3 4
5. Do you often avoid people or situations for fear of embarrassment? . . . . . 0 1 2 3 4
6. Do you usually have confidence in your own judgement? . . 0 1 2 3 4
7. Do you insist that your spouse or roommate take on a fair share of household chores? . . . . . 0 1 2 3 4
8. Are you prone to "fly off the handle? . . . . . 0 1 2 3 4
9. When a salesman makes an effort, do you find it hard to say "No" even though the merchandise is not really what you want? . . . . . 0 1 2 3 4
10. When a latecomer is waited on before you are, do you call attention to the situation? . . . . . 0 1 2 3 4
11. Are you reluctant to speak up in a discussion or debate? . . 0 1 2 3 4
12. If a person has borrowed money (or a book, garment, thing of value) and is overdue in returning it, do you mention it? . 0 1 2 3 4
13. Do you continue to pursue an argument after the other person has had enough? . . . . . 0 1 2 3 4
14. Do you generally express what you feel? . . . . . 0 1 2 3 4
15. Are you disturbed if someone watches you at work? . . . . 0 1 2 3 4
16. If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask the person to stop? . . . . 0 1 2 3 4
17. Do you find it difficult to keep eye contact when talking to another person? . . . . . 0 1 2 3 4
18. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation? . . . . . 0 1 2 3 4
19. When you discover merchandise is faulty, do you return it for an adjustment? . . . . . 0 1 2 3 4
20. Do you show your anger by name-calling or obscenities? . . 0 1 2 3 4
21. Do you try to be a wallflower or a piece of the furniture in social situations? . . . . . 0 1 2 3 4

(con't)

22. Do you insist that your landlord (mechanic, repairman, etc.) make repairs, adjustments or replacements which are his responsibility? . . . . . 0 1 2 3 4

23. Do you often step in and make decisions for others? . . . 0 1 2 3 4

24. Are you able openly to express love and affection? . . . 0 1 2 3 4

25. Are you able to ask your friends for small favors or help? . . . . . 0 1 2 3 4

26. Do you think you always have the right answer? . . . . 0 1 2 3 4

27. When you differ with a person you respect, are you able to speak up for your own viewpoint? . . . . . 0 1 2 3 4

28. Are you able to refuse unreasonable requests made by friends? . . . . . 0 1 2 3 4

29. Do you have difficulty complimenting or praising others? . 0 1 2 3 4

30. If you are disturbed by someone smoking near you, can you say so? . . . . . 0 1 2 3 4

31. Do you shout or use bullying tactics to get others to do as you wish? . . . . . 0 1 2 3 4

32. Do you finish other people's sentences for them? . . . . 0 1 2 3 4

33. Do you get into physical fights with others, especially with strangers? . . . . . 0 1 2 3 4

34. At family meals, do you control the conversation? . . . 0 1 2 3 4

35. When you meet a stranger, are you the first to introduce yourself and begin a conversation? . . . . . 0 1 2 3 4

## SCORING OF QUESTIONNAIRE



| Assertive | | Nonassertive | |
|---|---|---|---|
| Question # | Your Score | Question # | Your Score |
| 1. | | 2. | |
| 3. | | 5. | |
| 4. | | 9. | |
| 6. | | 11. | |
| 7. | | 15. | |
| 10. | | 17. | |
| 12. | | 21. | |
| 14. | | 29. | |
| 16. | | | |
| 18. | | TOTAL = | |
| 19. | | | |
| 22. | | Aggressive | |
| 24. | | 8. | |
| 25. | | 13. | |
| 27. | | 20. | |
| 28. | | 23. | |
| 30. | | 26. | |
| 35. | | 31. | |
| | | 32. | |
| TOTAL = | | 33. | |
| | | 34. | |
| | | TOTAL = | |

From Alberti, R.E., & Emmons, M.L. Your Perfect Right (2nd ed.).

## TYPES OF ASSERTIVE BEHAVIOR

### VERBAL

Active:

1. greeting others
2. initiating a conversation, an activity with others, a date, etc.
3. asking for something, i.e., information
4. checking out assumptions
5. volunteering a comment, question or answer in class
6. changing the topic of conversation
7. complimenting others
8. deliberately using the word 'I'
9. expressing one's feelings, thoughts and ideas directly and honestly

Reactive:

1. disagreeing with others
2. saying 'no' ... . refusing unreasonable requests & demands
3. defending oneself, i.e., asking someone not to tease you
4. agreeing with compliments
5. not apologizing or justifying your feelings or opinions
6. speaking up when you feel your rights are being violated, i.e., returning faulty merchandise
7. expressing feelings and opinions directly and honestly

### NON-VERBAL

1. eye contact
2. firm, strong voice
3. fluency of speech
4. appropriate facial expression, i.e., don't smile when you're angry
5. relaxed body expression
6. being an appropriate distance from the other person

# ASSERTION EFFECTS AND OUTCOMES

According to the assertive philosophy, the individual's right to choose is respected. The important goal of this unit is that the individual obtain the skills necessary to act assertively if she/he decides that is her/his choice.

In order to make responsible choices, an individual gathers as much data as possible, knowing that once a choice is made, one must live with the results. It is the purpose of this handout to inform the reader of possible effects and outcomes assertive behavior can have on the individual and upon those whose lives are involved with her/him. Only then can an informed decision be reached.

Changing one's behavior pattern may necessitate a change in the lives of that person's "ecosystem." If possible it is helpful to have spouses and/or significant others informed and actively involved as changes occur.

POSSIBLE OUTCOMES OF ASSERTIVE BEHAVIOR:

A. Positive Outcomes

1. Anxiety reducing
2. Increases self-reliance and self-confidence
3. Less likely to result in psycho-physiological disturbances (i.e., ulcers, tension headaches, etc.)
4. Allows for honest expression of ideas and feelings
5. Lessens anger and guilt
6. Leads to more authentic relationships
7. Improves conversation skills (i.e. starting, holding and ending a conversation)
8. Insures more effective impact on one's environment
9. Increases respect from self
10. Increases respect from others
11. Improves efficiency
12. Leads to successful conflict resolution
13. Enables one to refuse unreasonable requests
14. Both passive and aggressive individuals will respond to assertive behavior by becoming more assertive themselves

B. Negative Outcomes

1. Must take responsibility for own behavior (can't blame others anymore)
2. Involves risking new behaviors (may be uncomfortable)
3. Takes time, energy, and hard work
4. Does not guarantee you will get what you ask for - even though you asked
5. May result in frustration and impatience with passive and/or aggressive behavior
6. May result in adverse reactions from others (i.e., backbiting, name-calling, temper tantrums, revenge, physical reactions)
7. Relationships may not tolerate changes

A COMPARISON OF NON-ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR*

| | Non-Assertive Behavior | Assertive Behavior | Aggressive Behavior |
|---|---|---|---|
| Characteristics of the behavior: | Emotionally dishonest, indirect, self-denying, inhibited | (Appropriately) emotionally honest, direct, self-enhancing, expressive | An attack on another person, (Inappropriately) emotionally honest, direct, self-enhancing at expense of another, expressive |
| Your feelings when you engage in this behavior: | Hurt, anxious at the time & possibly angry later | Confident, self-respecting at the time & later | Righteous, superior, depreciatory at the time & possibly guilty later |
| The other person's feelings about herself when you engage in this behavior: | Guilty or superior | Valued, respected | Hurt, humiliated |
| The other person's feelings about you when you engage in this behavior: | Irritated, pity, disgusted | Generally respect | Angry, vengeful |





*From Jakubowski-Spector, "Facilitating the Growth of Women Through Assertive Training, "The Counseling Psychologist. Vol. 4, No. 1, 1973.

| SELECTED TYPICAL CHARACTERISTICS | DORIS DOORMAT | AGATHA AGGRESSIVE | IRIS INDIRECT | APRIL ASSERTIVE |
|---|---|---|---|---|
| Point of view | I'm not OK | You're not OK | You're not OK, but I'll let you think you are | I'm OK and you're OK |
| Dominant role | inhibited underdog | underdog in bear suit | mad dog in lamb's suit | top-dog |
| Sample games | "If it weren't for you," "Kick me" and "Why does it always happen to me?" | "Now I've got you!" | "I'm smiling while stabbing you in the back" | "Let's play tennis" |
| Self-sufficiency | low | high or low | looks high but is usually low | usually high |
| Decision-making | others choose for her | chooses for others and they know it | chooses for others and they don't know it | chooses for herself |
| Significant other | Agatha, Iris, or April | Doris | Agatha, April and/or Doris | herself |
| Feedback she gets from others | guilt, anger, frustration disrespect | hurt, defensive, humiliated | confusion, frustration, feels manipulated | you respect me and I respect you |
| Social pattern | puts herself down | puts herself up by putting others down | appears to put others up while putting them down | puts herself up |
| Defensive pattern | flees or gives in | outright attack | concealed attack | evaluates and acts |
| Action Pattern | under-reacts | over-reacts | acts indirectly | acts directly |
| Success pattern | lucks out | beats out others | wins by manipulating others | wins honestly |
| Potential for | suicide, alcoholism, drug abuse, other withdrawals | committing crimes, homicide | being murdered, provoking retaliation | peaceful, active life |





Taken from the book The Assertive Woman by Stanlee Phelps and Nancy Austin

RATING SHEET FOR OBSERVERS OF ASSERTIVENESS ROLE-PLAYS

1. Did the person establish good eye contact?

| 1 | 5 |
|---|---|
| Looked away, down at the floor | Looked directly at other person |

2. What was the general body posture?

| 1 | 5 |
|---|---|
| Leaning away, slumped | Leaning forward, erect |

3. Were hand gestures used?

| 1 | 5 |
|---|---|
| Nervous tense movements | Emphatic, strong gestures |

4. What were the facial expressions?

| 1 | 5 |
|---|---|
| Smiling, laughing | Calm, serious expression |

5. How did the person's voice sound?

| 1 | 5 |
|---|---|
| Whispered, monotone | Strong, clear tone |

6. When did the person respond with his/her statements?

| 1 | 5 |
|---|---|
| Hesitated, long pauses, use of "uh" | Immediate, concise, response |

7. What was the content of the person's statement?

| 1 | |
|---|---|
| Apologies, use of questions | Appropriate expression of feelings and decision |

## BOOKS ON ASSERTIVENESS

Alberti, Robert E., and Emmons, Michael L.,

—Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, California: Impact, 1974.

--Stand Up, Speak Out, Talk Back! The Key to Self-Assertive Behavior. New York: Pocket Books, 1975.

--Assertive Training, The Counseling Psychologist, Vol. 5, No. 4, 1975. (Entire Issue).

Fensterheim, Herbert and Baer, Jean,

--Don't Say Yes When You Want to Say No. New York: David McKay Company, Inc., 1975.

Jakubowski-Spector,

--Facilitating the Growth of Women Through Assertive Training, The Counseling Psychologist, Vol. 4, No. 1, 1973.

Phelps, Stanlee and Austin, Nancy,

--The Assertive Woman. San Luis Obispo, California: Impact 1975.

Smith, Manual J.,

--When I Say No, I Feel Guilty. New York: The Dial Press, 1975.

## ISSUE 3: PROBLEM-SOLVING

1. Break the class into small groups of no more than 4 or 5 students. Each group is given a problem situation to discuss. Examples follow:
   a. Your friend is not married and pregnant. What should she do? How can she make a decision?
   b. You are Earvin Johnson, a junior All American basketball player at Michigan State University. A professional basketball team has offered you a multimillion dollar contract for next year. You must decide to either join the pro ranks without finishing college or finish your college education first. How will you make this decision?

Students are to discuss how a suitable decision would be made in each case. Each group selects a spokesperson to participate in a fish bowl discussion of the situation. All non spokespersons observe the discussion. Total time for small groups and fishbowl is 40-60 min.

2. Lecturette-Discussion on Decision-Making.
   a. Problem-solving strategies - see materials.
   b. Pros and cons of each strategy.
   c. Importance of values in decision-making - relate back to the exercise to identify the values involved in those decisions.
   d. Difference between strategy and outcome, i.e. a good strategy does not necessarily guarantee a desirable outcome, e.g., good planning in buying a car does not guarantee that you won't get a "lemon".
   e. Steps in problem-solving - see materials. (This could easily consume the time remaining. If time permits go on to #3.)

3. Have students identify the steps they followed in deciding to come to B.G.S.U. Discuss.

# PROBLEM-SOLVING PROCESS CHECKLIST

1. Defining the Problem

   A. Statement of problem

   B. Desired outcome

   C. Restatement of problem

      (Does it have a single (unitary) focus?)

2. Goal Clarification

   A. Is it feasible for me to solve? (Can I realistically expect to influence the desired chance?)

   B. What needs to happen for that change to occur?

   C. How will I be able to know that the problem is solved (using behavioral terms)?

3. Information-Gathering

   A. List the data I already know

   B. Identify additional needed information and seek out by:

      1. Talking to others (identify who, how, where & when)

      2. Reading selectively

      3. Identifying further things to do to gather needed information

4. Identifying and Weighing Merits of Alternative Solutions

   A. List the various alternative solutions possible (do not be selective here), and their respective "costs", "payoffs" and the "net outcomes" of each

5. Selecting a Solution

   A. Choose one most promising alternative for solving the problem and develop a plan for acting on it (implementation). Consider:

      1. How can "it" be done?

      2. Who needs to be involved?

      3. Who needs to be informed?

      4. What material resources are needed?

      5. How are they to be acquired?

      6. When should this be done?

         a. Total time frame:
         b. Beginning:
         c. Initial evaluation point:
         d. Final evaluation point:
         e. How will I know "it" has worked (criteria)?

6. Evaluating the Outcomes of the Alternative Solution Implemented:

   A. Is the problem solved? (If Yes, go to B; if No, go to D)

   B. Are there incomplete aspects/unsolved parts to the problem? (If Yes, what are they?)

   C. Are they necessary for a satisfactory solution?

   D. Has any new information gained significantly altered the problem? What? How?

   E. Does the cycle (PSP) need to be repeated re: this problem? (If Yes, go to step 1 and begin anew)

speaking out B.G. News April 12, 1979

# don't be timid, question administration about gripes

Pat Hyland

Three years ago I entered this University without any focus on my rights as a student, let alone the obligations the school offered me as an individual.

It is so easy to become just another number at an institution the size of the University, and almost all students can attest to the ramifications of that predicament.

Students are far too often brushed off when they experience problems requiring solutions by members of the institution.

OR PERHAPS THEY are redirected into the infamous maze of red tape that is prevalent in the majority of business operations in today's society.

In both instances, problems and questions are forced to simmer while the institutional process takes effect. As a result, students often get frustrated, angry and disillusioned at the competency and concern of the institution that is demanding about $3,500 annually for the operation of their educational process.

What most students fail to realize is that this University, like all long-winded, red-taped, complex institutions, is comprised of people, and those people have no more right to the University than do we as students.

During the past two years, I have come to know many of the persons who comprise the University administration. Like most students, I was apprehensive about taking up the valuable time of a busy, prestigious official with my miniscule problems.

AS A RULE, however, I have been pleasantly surprised at the time, concern and effort shown to me by most of these persons. No matter how big their office is, how expensive their suits are, or how long it has taken to get an appointment for the meeting, the persons that comprise the staff are real people, no better and no worse than me, my roommates or anyone else that walks the halls of this University.

Not only are the majority of administrators willing to talk to students, they all are obligated to do so. Students should never feel intimidated by any person or office at the University, because it is through money paid by students to attend Bowling Green that the officials have the jobs they now hold.

Students should take the initiative to do more than just read about the decisions made in the upper echelons of the University. We are obligated to ask why, as well as to understand how these decisions will influence us since we dump millions of dollars into the existence of the University. As investors, we have a right to demand a complete understanding.

IF YOU FEEL you have a legitimate gripe, haven't gotten a satisfactory response to an issue, or just don't understand a decision, get involved. Talk to Dick Edwards, the vice president, Cary Brewer, the registrar, John Martin, the head of admissions, James Hof, the head of public services, Michael Ferrari, the provost, James Lessig the athletic director, and even Hollis Moore, the president.

In addition to the administrators, students should make certain that other university-related institutions provide students with quality programs and operations.

FOR EXAMPLE, if a student feels he or she has been dealt with unfairly or improperly at the Rec Center, Health Center, BG News or WFAL, he or she should make it known that dissatisfaction exists. Demand to be heard, regardless of how trivial your complaint may seem. Too often an establishment is lulled into a false satisfaction of their services. This is often due to a lack of communication between disgruntled students and the people responsible for providing a satisfactory product.

Other campus organizations which thrive on student support include the Union Activities Organization (UAO), Student Government Association (SGA) and the intramural sports program. It is student involvement that keeps these organizations alive, and the organizations are dedicated to serving you, the student.

Organizations are comprised of people. Get to know them.

Pat Hyland is the editor of the News.

speaking out BG News Jan. 1979

# getting involved can help solve your problems

Roger Lowe

Is life at the University getting you down? Are policies being made in your college or department that upset you?

Students at the University have two choices when the wheels of the bureaucracy start turning against them. They can either take an attitude of "What can I do?" or they can battle the move from both inside and outside the bureaucracy.

For example, there are student representatives on the powerful Academic Council, which sets much of the policy for the University in areas such as the establishment of new colleges and programs as well as voting on the academic calendar year.

FRANK AVENI IS the Student Government Association representative to the Board of Trustees. The Board of Trustees handles major policy and procedure decisions and has the final say on whether student fees are raised.

Faculty Senate also has student representatives on it, according to chairman David C. Roller. Faculty Senate voted last year on comprehensive final examinations.

In an upcoming issue, the Advisory Committee on General Fee Allocations, (ACGFA) will be awarding portions of the general fee to campus organizations. There are seven undergraduate students and two graduate students on this committee.

BOBBY G. ARROWSMITH, chairman of the committee and assistant vice-provost for student activites, said students were encouraged to contact their representatives, (who will be listed next week in the News) or to attend meetings themselves. Persons in the gallery at the ACGFA hearings will be allowed to make statements and ask questions.

What better way is there to decide how the $87 general fee you pay each quarter is doled out than to attend the ACGFA hearings?

Did all of you on-campus students like being able to move into your dorms at 1:30 p.m. Jan. 2 when classes started at 3 p.m.? Why not voice your complaints to your dorm council, Residence Life Association, Intrafraternity Council or Panhel?

ALL OF THESE groups have interests in residence life concerns and can be approached with complaints.

Are you upset with Parking Services? There is a Parking Services advisory committee with undergraduate representatives on it. It is their responsibility to voice the students' viewpoint on parking issues. But to voice this viewpoint, the representatives to this and other advisory committees must be informed of student concerns.

Contact the SGA office about who is on these committees. As a hint, I'm one of the representatives on the Parking Services Board.

If your particular college or deparment has established a new policy that you do not agree with, or if you want additional information, each college at the University has advisory councils that students can sit on.

STUDENTS LOOKING for information about these committees should contact their particular college or department office. If there is no committee that covers your concern, why not see if you can start one?

If, after going to these student groups or the student representatives on other councils, you are not satisfied with the answers you have received (or not received), contact some adminstrators.

Now, it's true that if you storm into President Hollis A. Moore Jr.'s office and demand to see him immediately, there is a good chance that he won't see

(next page)

speaking out

getting involved (con't)



you right that minute, or that he might refer you to the proper administrator.

DESPITE POPULAR opinion, Moore doesn't know everything about everything at the University and will not be very concerned if a student asks him for help in getting into a closed course. But then again, there will be occasions where he may be the very person you want to talk to.

Other administrators have indicated that they have an open-door policy to students. Why not take them up on this offer?

Finally, don't forget the News if you have a complaint. We can't be aware of every student's problem at the University. If you have something that you feel the News and rest of the University should know about, stop in at our offices at 106 University Hall or give me a call at 372-2003. I guarantee that we'll listen to your complaint. And, if we think it warrants a story, we'll check it out.

ANOTHER WAY OF getting concerns known is to write a letter to the editor or a guest column. The News welcomes reader response to editorial comment as well as opinions on topics of student interest. The News does reserve the right to reject letters or portions of letters that are deemed in bad taste or malicious, but this does not happen often.

"Students.... can either take an attitude of 'What can I do?' or they can battle the move from both inside and outside the bureaucracy."

If something doesn't go your way at the University, don't go along with it because you don't think one person can battle a bureaucracy. Go through your elected representatives, check with advisory boards and contact administrators and the News.

Don't just sit on your rear end. Get up and do something about something you believe in.

Roger Lowe is managing editor of the News.

TEDDY AND I HAVE A VERY GOOD RELATIONSHIP — I GET TO DO THE DIRTY WORK AND HE GETS TO RIDE UP THERE AND LOOK GOOD!

## THE CASE OF THE BROTHERS HOLENSTEIN

The graduation party had been lively, and Dave Holenstein had been asked about his future plans a hundred times if he had been asked once. It seemed that all his cousins, aunts, and uncles, not to mention his parents, friends, and the parents of his friends, all wanted to know where he was going to college. They asked about his career goals, his ambitions, his financial independence—everything. After a while it started to wear on Dave, but somehow when his older brother, Louis, pulled him aside late in the party, Dave didn't mind talking about the future one more time.

"Yes, I'm thinking about college. I've been accepted at two rather good universities and at an excellent liberal arts college."

"Did you apply at City College? That's where I went for my first two years, you know."

"Sure I remember; but, no, I didn't apply. I want to live on campus, and City College is a commuter school."

"What are you going to major in? Business?"

"I've been telling the family accounting, but honestly I'm not sure. I like so many things. Music is a possibility, but so is nursing. I've always enjoyed history too. . . . Then there's anthropology and urban planning. I've thought about it a lot, but I haven't been able to decide. My girlfriend tells me I still have to find myself. Part of the problem is that there are so many things to choose from."

"You can say that again; what a range of choices. I had three. I could go into education, business, or English. Those were my only real options. I picked business because it seemed to promise the most lucrative future. Things turned out all right, but I missed my chance to really learn how to write fiction. When I was your age I dreamed of being a poor but famous author of protest novels. Well, so much for dreams! Now I'm an about-to-be-divorced, thirty-year-old, junior executive facing combined payments for a mortgage, child support, and alimony that could wipe me out financially. What I don't pay in taxes I'll be paying to the bank or Janet. I guess I did achieve poverty, if not fame. Believe me, don't get married, kid!"

"Louis, I don't have any marriage plans right now, honest."

"I didn't either when I graduated from high school, but inside two years I was engaged. A year later I was a husband and father. I know that I made my own choices; I can't blame other people for what I've done to myself, but I often wish that I could have one more chance to do it over again from age eighteen. Look at the hurt I've caused the kids . . . and Janet too, for that matter. Everyone is upset over the divorce. Mom and Dad are concerned that they won't see their grandchildren. The kids are starting to have problems in school. Janet is angry and her lawyer is milking me for everything I've got. But let's not think about my problems, what about you? Have you decided on a major?"

"Louis, I think you already asked me that. Say, let's go find Dad. Maybe you can help negotiate my tuition out of him."

From: Scherer, Donald, et. al, Introduction to Philosophy: From Wonder to World View., New York: Prentice Hall, 1979.

SUMMER TRANSITIONS

SESSION IX

THE MEANING OF PERSONAL FREEDOM

OBJECTIVES

1. To expound and contrast existentialist and self-realization theories of human development.
2. To emphasize the importance of choice in human life.
3. To help students learn about making good choices for themselves.
4. To show the relevance of academic material to life.
5. To provide note-taking practice.

PROCEDURES

1. In large lecture, guest lecturer will elicit from students assumptions about human nature which they perceive in pre-read case study (interspersed with):
2. Lecture on Objective I, with overhead or blackboard outline (total 50 minutes). Students should be instructed to take notes.
3. Short break, reassemble in small groups.
4. Do self-discovery exercise individually (30 minutes).
5. Students show voluntarily what they learned from class (20 min.).
6. Give assignment for next time; collect notes taken on lecture so facilitators can provide feedback on effectiveness of their note-taking skills.

RELATED MATERIALS AND EXERCISES

1. Case study "The Brothers Holenstein" with questions about its assumptions (handout in Session XIII).
2. Values Clarification Exercise "My Own Personal Freedom: (distribute during session IX). The group leader will ask each student to fill out the exercise privately. Sharing need not be required.

ASSIGNMENT

1. To prepare for Session X, students will write a short paper (250 words) addressing the following questions:
   a. How do you think college will be different from high school as far as classes and what you learn is concerned?
   b. Aside from preparing you for a job, what do you think is the purpose of college? (Or, what is "higher" about higher education?)

Students should write a paper that incorporates the answers to the questions using good paragraph form and organizing paragraphs into a whole. The papers should be brought to class, and will be turned in at the conclusion of Session X.

"MY OWN PERSONAL FREEDOM" EXERCISE

Directions: In the spaces provided below, briefly fill out answers to the questions listed.

The talents or interests I want to develop include. . .

The constraints I face include. . .

I will have (or could make) opportunities to . . .

I have a dream. When I am 30, I see myself having developed certain talents or interests, overcome certain constraints, used or developed certain opportunities.

To accomplish my dream, I will need to decide. . .

SUMMER TRANSITIONS

SESSION X

BRIDGING THE GAP

BETWEEN THE

WORLD OF SELF AND THE WORLD OF KNOWLEDGE

OBJECTIVES

1. To help students see that the world of knowledge is objective as well as subjective.
2. To enable students to identify and discuss the division of "knowledge" into the social, natural sciences, and the arts and humanities, and practical arts.
3. To help students become aware that such a division of "knowledge" reflects not so much what specific content is within each division but rather (and more important) such a division reflects the kinds of questions each division asks.
4. To introduce students to the idea that the division of knowledge into "disciplines" means just that - disciplined ways of thinking - sometimes of thinking different ways about the same phenomena.
5. To provide note-taking practice.

PROCEDURES

1. In the previous session (Session IX) students were asked to prepare a short written exercise of (1) what they think higher education is and (2) what they believe the purpose of higher education to be, other than career preparation.
2. Students will be asked to look over their papers and to check them out against the lecture that the Guest Lecturer will give. They will be requested to take notes on the lecture.
3. Large Group lecture will cover most of the objectives above from the standpoint of one professor's view of things. (about 45 minutes)
4. Short break (10 minutes)
5. Reassemble in small group (individual sections) situations; can be broken down into smaller groups yet of 6-8 per group, for synthesizing exercise.

RELATED MATERIALS AND EXERCISES

1. Lecture will (1) cover a brief history of higher education's attempts to organize knowledge, (2) concentrate on BGSU's attempts (showing what kind of philosophic position it reflects), (3) deal with the question of why such organization is important to students, and (4) conclude with observations about the desirability of "getting outside one's self to see the world steadily and whole".
2. Synthesizing small group exercise dealing with summary questions should use the following key questions:
   a. What changes have you experienced in UD 121 in thinking about your own quest for education?
   b. Has the lecture added any dimension to your "quest"? In what ways?
   c. Why do you think you are here at BGSU? What are your expectations for yourself?

SUMMER TRANSITIONS

SESSION X (con't)

ASSIGNMENTS

1. Students will hand in their short papers assigned in Session IX, and their notes taken during lecture in Session X.
2. Students will write a "synthesizing paper" summarizing their personal answers to the questions addressed in the small group exercise. (This could be done as the final entry in their journal.) This paper should be completed and handed in to facilitators at the session following Session X.
3. Feedback on notes taken and short papers should be provided when papers are returned to students, preferably at an individual conference with one of the facilitators.

ADDITIONAL RESOURCES

# RESOURCE PERSONS

The Resource Persons listed on the following pages were contacted regarding their willingness to serve as guest speakers or persons whom facilitators could contact for information. Each Resource Person was identified with one of the four categories described below.

ACADEMIC ADVISING

A Resource Person in this area should be familiar with the general requirements in all colleges, the role and function of an academic advisor, and the student's role in developing his/her academic program.

ACADEMIC OPTIONS

A Resource Person in this area should be aware of the many non-traditional academic options and opportunities available to students (e.g. field-based experiences, independent studies, credit alternatives, studies abroad, etc.)

ORGANIZATION OF THE UNIVERSITY

A Resource Person in this area should be knowledgeable about the administrative organizational chart of the University, the rationale behind an administrative structure, and the functions of his/her particular office.

SUPPORT SERVICES

A Resource Person in this area should be prepared to speak generally on the functions of his/her office and how a specific service relates to the University and its goals.

Each team should decide which individual will most appropriately meet the needs of students in their section and then make contact with the Resource Persons selected. It is hoped that an individual will be called upon to meet with a Seminar section no more than one or two times during the quarter (except President Moore who has agreed to meet with as many sections as possible). Thus, a group of mentor teams may want to meet together as they bring Resource Persons into their sections. Please note that various faculty, staff, and students have agreed to serve as Resource Persons.

| Name | Area | Location | Phone |
|---|---|---|---|
| Susan Arpad | Academic Options | Director, Women's Studies Program | 2-2620 |
| Jim Bacik | Academic Options & Support Services | St. Thomas More | 352-7555 |
| Bob Bashore | Academic Options | Director, Honors Program | 2-0202 |
| Richard Becket (Captain) | Academic Options | Aerospace Studies | 2-2176 |
| Bruce Bellard | Academic Advising | Health & Physical Educ. | 2-2878 |
| William R. Bess | Support Services | Director, Campus Safety & Security | 2-2346 |
| Dwight Burlingame | Support Services | Director, University Library | 2-2856 |
| Lee Caldwell | Academic Advising | Advisor, College of A&S | 2-2015 |
| Roman Carek | Support Services | Counseling & Career Development Center | 2-2081 |
| Seldon Carsey | Organization of the University | Director, Environmental Safety & Health | 2-2171 |
| Myron Chenault | Support Services | Asst. V.P. for Institutional Contracts | 2-0263 |
| Richard Coppock (Lt. Col.) | Academic Options | Aerospace Studies | 2-2176 |
| Gregg DeCrane | Support Services | Director, Student Organizations and New Programs | 2-2951 |
| Richard Edwards | Organization of the University | Vice-President, President's Office | 2-2211 |
| John Eriksen | Organization of the University | Dean, College of A&S | 2-2015 |
| April Harris | Support Services | Coordinator of Alumni Involvement Programs | 2-2186 |
| James E. Harris | Support Services | Athletic Development Officer Alumni Center | 2-2702 |
| Kathy Hart | Academic Options | English, General Studies Writing | 2-2576 |
| Don Heneghan<br>Marilyn Sue Kramp | Support Services | Writing Laboratory Supervisor | 2-2221 |

| Name | Area | Location | Phone |
|---|---|---|---|
| Jim Hodge | Academic Advising | Alumni Center | 2-2701 |
| Marie Hodge | Academic Advising & Academic Options | College of Business Administration | 2-2747 |
| Carole Huston | Support Services | Associate Athletic Director | 2-2401 |
| Donald Kausch | Support Services | Director, Psychological Services Center | 2-2540 |
| Ellen Kayser | Support Services | Student Employment | 2-0252 |
| Barbara Keller | Support Services | Director of Residence Life | 2-2456 |
| John Ketzer | Support Services | Health Center | 2-2271 |
| Jane Wood | Academic Advising | Program Advisement, College of Education | 2-0151 |
| Mary Lee Kuhtz | Support Services | Library | 2-2362 |
| Marvin Kumler | Support Services | Psychology | 2-2301 |
| William Lanning | Support Services & Organization of the University | Director, Residence Program | 2-2456 |
| James Lessig | Support Services & Organization of the University | Director, Athletics | 2-2401 |
| Jim Litwin | Academic Options & General Studies | Institutional Studies | 2-2140 |
| John Martin | Support Services | Director of Admissions | 2-2086 |
| Nancy Miller | Academic Options | Off-Campus Programs University Division | 2-0202 |
| Ross Miller | Support Services Career Life Planning | Campus Minister, United Christian Fellowship | 352-7534 |
| Hollis A. Moore | Organization of the University | President | 2-2211 |
| Beverly Mullins | Support Services | Director, Equal Opportunity Compliance | 2-0262 |

| Name | Area | Location | Phone |
|---|---|---|---|
| Ben McGuire | Support Services | Director of Recreation Student Affairs | 2-2147 |
| James McKenzie | Academic Advising Support Services | Health & Physical Educ. | 2-2877 |
| John Newby | Academic Options | Director, Developmental Education Program | 2-2677 |
| Terry Parsons | Academic Options | Health & Physical Education | 2-2334 |
| Seth Patton | Support Services | Assistant Director, Housing | 2-2011 |
| Fayetta Paulsen | Support Services | Assistant Vice Provost for Residence Life | 2-2456 |
| Gerald Petersen | Support Services | Director of Deferred Giving<br>Office of Alumni & Development | 2-2186<br>2-2702 |
| Adelia Peters | Academic Options Study Abroad | College of Education | 2-0151 |
| Monna Pugh | Support Services | Director, Residence Dining Services | 2-2891 |
| Maurice Sandy | Support Services | Director, Intramurals | 2-2878 |
| Carlton Schwan (Captain) | Academic Options | Military Science | 2-2476 |
| Beryl Smith | Support Services | Director, Financial Aid & Student Employment | 2-2781 |
| Hazel Smith | Support Services | Director of Commuter Center | 2-2573 |
| Jim Treeger | Support Services | Assistant Director, Career Planning & Placement | 2-2356 |
| Duane Tucker | Support Services | Director, Television Services Channel 57 | 2-0121 |
| Jerry Updegraff | Support Services | Director of Annual Funds Alumni Office | 2-2186 |
| Karl Vogt | Organization of the University | Dean, College of Business Administration | 2-2747 |
| Dana Kortokrax | Support Services | President, Student Government | 2-0116 |
| Larry Weiss | Support Services | Director of Alumni Activities | 2-2186 |
| Clay Williams | Academic Advising | Health & Physical Education | 2-2877 |

| Name | Area | Location | Phone |
|---|---|---|---|
| Larry Wills | Academic Options International Education Programs | College of Education | 2-0151 |
| Mary Wolfe | Support Services | Director of Gallery & Exhibits McFall Center | 2-2211 |
| Nancy Wygant | Support Services | Counseling & Career Development Center | 2-2081 |

# LIST OF SUPPORT SERVICES AT BGSU

## The Bursar's Office

The Bursar's Office overall function is to handle all incoming monies to the University. More specifically, they are responsible for billing and collecting all student charges and loans that involve the University. Of special interest to freshmen might be the fees, that must be paid before the quarter begins, and room and meals - both are managed in the Bursar's Office. The office is located on the first floor (north) of the Administration Building - 372-2815. Joseph E. Martini is the Bursar.

## Center for Continued Learning

Located at 194 South Main Street in Bowling Green, the Continued Learning Center is a community based extension of the Office of Continuing Education which provides information, guidance, and support for persons thinking of returning to school, entering employment, or becoming active in the community. Vocational and educational counseling, non-credit courses, workshops, university referral, and outreach programming are among the services provided to adults in Northwest Ohio.

Hours are from 9 a.m. to 4 p.m. Monday through Friday and by appointment. For more information about these programs, contact the Office of Continuing Education, 300 McFall Center, at 372-0181, or the Center at 372-0363. Edieann Biesbrock-Didham is the Director of Continuing Education.

## Commuter Center

In 1966, the Commuter Organization was formed in order that commuting students to BGSU might have the fullest opportunity to participate in the academic, social, cultural, and extracurricular activities of the university. Membership is automatically conferred on the 47% of total enrollment which lives outside of university-owned housing. The Commuter Center contains a Casual Lounge with card tables, TV, magazines and easy chairs for rest, relaxation, conversation and small-group programming. A small lending-library, encyclopedia, and dictionary compose the study. A large dining/meeting area provides vending machines, and infra-oven and refrigerator. The Information Room dispenses class schedules, room-assignments, library handbooks, activity announcements, and program materials from the Health Center, Center for Continued Learning, PDLPC, Student Government, etc.

New commuter students might be interested in some of the Commuter Center services such as free lockers, posting of messages, weather warnings, etc. In addition, the Commuter Center offers a series of programs such as the Coffee Break Series, Hands Across the Sea Program, People's Chess Federation, etc.

The Commuter Center is located on the ground floor of Moseley Hall and can be reached by calling 372-0360 or 372-2573. Hazel Smith is the Director of the Center.

SUPPORT SERVICES (con't)

## Counseling and Career Development Center

The Counseling and Career Development Center is located in 320 Student Services Building and is staffed by persons trained in counseling, clinical, and community psychology. Services provided include: (a) individual and group counseling for personal, educational and career concerns; (b) group offerings focusing on topics such as life/work planning, friendship initiation skills, communication skills, assertiveness skills, study techniques and test anxiety; (c) vocational interest and personality testing, CLEP testing, language placement testing, national testing for entrance to graduate and professional schools; (d) consultation with faculty and staff on study problems and concerns, consultation with campus organizations.

The Center houses a Career Education Library which contains both written and audiotaped information on majors offered at BGSU and on various career options. In addition, a microfiche collection of about 3,000 college catalogues is available for student use.

Students are seen on a walk-in or referral basis. Office hours are from 9:00 a.m. to 5:00 p.m. Counseling with any student in the Center is basically a confidential relationship under control of the student. Any reporting of information to others is not routine and would be only at the request of the student. For additional information concerning services of the Center, contact Roman Carek, Director, phone 372-2081.

## Fact Line

Campus Fact Line is a telephone information service designed to assist students with questions mainly about campus life. Fact Line operators are trained to be able to answer almost every question about campus (except for specific things like when a faculty member's office hours are, etc.) and to give the caller the proper phone number to get an answer for a question that the operator can't handle. Operators get their answers from a variety of almanacs, University publications and other information books. In general, if an operator can't find the answer to the question immediately, he or she will either refer the caller to the proper source or will take the caller's name and number and will try and find out the answer and call back.

Fact Line can tell you where your classes meet each quarter, what time your exams are, sports scores, movies in town and Toledo, TV listings, University regulations, which office handles what, where to get an ID or a validation card or meal coupons, etc. We can try and come up with general information to the extent that our sources have that information. Our operators are, however, human, and don't always know everything or have access to the specific information you may need. But they will always try to help--even if it's just to refer you to the specific person you need for your problems. When you have a question, call Fact Line at 372-2445, 805 Administration Building. The service is open from 10 a.m. to midnight Monday through Friday and from noon to midnight Saturday and Sunday when school is in session. Clifton P. Boutelle is News Service Director. The phone number is 2-2616.

SUPPORT SERVICES (con't)

## Financial Aids

The Office of Student Financial Aid coordinates all forms of financial assistance received by students from the University, federal, state, B.G.S.U. Alumni Association and assistance from other outside sources. Counselors are available to assist students with their financial problems. Applications for Financial Aid are available in the Office of Student Financial Aid, 450 Student Services Building. The telephone number is 372-2651.

## Health Services

The Student Health Service provides the highest quality medical and dental care for the student population of the University. Primarily, the concern of the Health Service is the maintenance of the physical health of the student. There are complete laboratory, X-ray, and pharmacy services. The Center is staffed by four physicians and also nurses.

During the nine-month school calendar, the Center is open daily except Sunday. The Center can be reached by calling 372-2271.

## Instructional Media Center

Bowling Green University Instructional Media Center enhances the teaching/learning process by providing materials, equipment and services for classroom instruction. In providing these services to a diverse and progressive faculty and student body, the Instructional Media Center tries to be equally diverse and progressive. To that end, the Center is divided into six distinctive areas:

Instructional Development - The Instructional Media Center specialists play a unique role within the service. They have the opportunity to observe a variety of learning situations through class visits, teaching activities, and discussions of specific problems with professors and students. Through their own expertise or experiences, through the support and creative talents of the other Center staff members, and through consultation with faculty and students, they are able to prescribe appropriate media formats for a variety of instructional needs. Center specialists are readily available for assistance to any faculty member, whether it is for the design of a single product or the analysis of an entire course involving a total teaching/learning environment.

Electronics and Technical - Electronic technicians service the University's audio-visual and related electronic equipment. In addition, this area provides portable television equipment, such as, video recorders, playback units, TV cameras, monitors, as well as a variety of audio recording and duplicating equipment. Technicians are also available to assist and advise faculty and students in editing, splicing and pulsing synchronized tape units.

SUPPORT SERVICES (con't)

Self-Instruction Laboratory - This campus-wide self-instruction laboratory is an integral extension of classroom activities. The room is flexible and contains adequate equipment for a variety of learning formats. Students may review mediated instructional materials in an atmosphere of individuality, at a time and pace in accordance with their schedules and needs for comprehension. Faculty members are invited to place on reserve materials which may provide reinforcement, enrichment, and/or expansion of classroom presentations.

Campus Service - The Campus Service area of the IMC provides instructional material and audio-visual equipment in support of campus-wide instructional needs. A film collection of approximately 600 instructional films is available for faculty and student use. These films are supplemented by rental of additional films from regional and national film libraries. A wide variety of audio-visual equipment is available for classroom use and student operators may be scheduled for operation. For better service full-time staff are also located in 112 Math-Science and in the Technology Building.

Student Production - Through this area students/ faculty/ may acquire quick copies of single items or high volume at low cost. Materials and/or processes available include overhead transparencies, spirit master, dittoes dry mounting, laminating, etc.

## Office of Admissions

This Office of Admissions offers a personalized service to each new undergraduate student (freshman and transfer) seeking admission to the University in a degree program. Its primary responsibility is to admit each qualified student in the most effective manner possible, supplying information which enables the student to take advantage of the educational and social opportunities offered at the University. The foundation of the admissions program is an information service which provides regular academic and procedural information to all Ohio high schools. This information includes such material as bulletins, admission brochures, opening and closing notices, class profiles, and follow-up data on all freshman students. High school visitations and college night programs are an important part of this service. Individual student requests for general University information and admissions information are also met. The Admissions Office also provides individual and class profile information to the academic areas of the University.

The Admissions Office is located on the first floor of McFall Center, 372-2086, and John Martin is the Director.

## Office of Career Planning and Placement

Students who begin planning early for a career will have time to gather information and ideas, talk to people and think about alternatives. Exploration now will eliminate pressure and indecision as the senior year approaches. The Office of Career Planning and Placement serves as the liaison between students and the world of work. The professional staff of the office assist students in exploring and choosing among possible vocations based on individual interests and education. Although professional staff personnel are available for counseling, it is advisable to make an appointment to discuss specific problems.

The office is located in Room 360, Student Services Building, and can be reached by calling 372-2356. James Galloway is the Director.

## Office of International Programs

The Office of International Programs endeavors to initiate, operate, manage and coordinate all programs and activities concerning foreign students. It is also concerned with the conception and development of student exchange programs in cooperation with extra-university foreign and domestic governments and private institutions. The various programs and activities are designed to enlarge communications between American and non-American students. This involves cooperation with a large number of other university offices and activities.

The exchange of ideas and points of view among new American and non-American students and faculty can improve the quality of life for all members of the campus community. The student of today and the leaders of tomorrow must increase their awareness of and sympathy for the cultures, problems, and social values of people of other areas and other backgrounds.

The Office of International Programs can be reached at 372-2247 and 372-2248 in Suite 16-17, Williams Hall. L. Edward Shuck Jr. is the Director.

## Office of the Registrar

The Office of the Registrar has the responsibility to maintain the student's academic record. This entails the coordination of departmental course offerings and compilation of each student's class registration. As a result of this responsibility, the Office of the Registrar has three distinct subdivisions: Registration, Scheduling, and Records.

Services offered through this office consist of:

a. Issuing transcripts of credit upon student request.
b. Process applications for teacher certification.
c. Certifying and obtaining benefits under Veterans Education, Social Security Benefits, and Selective Service.
d. Enrollment and status verification to many agencies upon student release.
e. Provide student identification card (with quarterly validation provided by Bursar).

The Registrar's Office is located at 110 Administration Building and can be reached by calling 372-0441.

SUPPORT SERVICES (con't)

## Office of Standards and Procedures

The Office of Standards and Procedures provides services, policies and understanding necessary for all members of the University community to relate with one another in mutual respect. To accomplish these objectives, this office is authorized to enforce the rules and regulations of the University and the Ohio Revised Code with fairness, consistency and firmness. The Director of Standards and Procedures works closely with the Student Arbitration Board in considering disciplinary action to be taken when violations occur. Such action may take the form of non-punitive counseling or punitive correctional action. Other responsibilities of this office include receiving reports of students who have been arrested locally and making decisions that follow established official guidelines concerning excuses for class absences. The office is located in Room 450, Student Services Building, and can be reached at 372-2581. Derek Dickinson is the Director.

## Residence Food Services

Bowling Green State University has a unique food service program. It is based on a minimum charge of $185 per quarter with ala carte pricing on the serving lines. This system has given the Food Service Department the flexibility to: 1) expand the menu, 2) increase serving hours, and 3) offer more dining options while at the same time reducing costs to the student. For 1977-78 three plans are being promoted. Plan A is the basic plan with four coupon books and Plans B and C offer a fifth and sixth book respectively at a reduced rate. This enables the student to preselect a plan to meet his individual needs. The Residence Food Services office is located at 200 Centrex Building and can be reached at 372-2891. Monna Pugh is the Director of the program.

## Residence Life Program

University residence halls and the professional staff of Residence Life provide a physical environment and structured programming designed to further the academic, cultural, and personal development of resident students. Small group living units housing Greek organizations and language programs offer learning opportunities for students interested in such a program. The Housing Office maintains a list of off campus rooms and apartments. The Office of Residence Life is located in 425 Student Services Building, 372-2456, and the Assistant Vice Provost for Residence Life is Fayetta M. Paulsen.

## Residence Life Areas 3,4 - Fraternities and Sororities

This office works mainly with the officers of each college fraternity and sorority, with the governing bodies (IFC and Panhellenic), and with the honor societies (Alpha Lambda Delta, Mortar Board, etc.).

Also, advising and counseling are available to help students resolve day-to-day problems. Leadership development, group dynamics, and interpersonal relationships among students involved at the group level are given attention by this office.

Management problems, chapter operations, and the maintenance of the physical buildings are also handled here.

Any qualified first-quarter freshman may pledge if he or she wants to. Women must register for formal rush by September 1. There is one formal sorority rush program and it is held during the first weeks of Fall Quarter.

The Director of these areas is Wayne Colvin. He can be reached at 425 Student Services Building, 372-2151.

## Student Activities

The Office of Student Activities and the Office of Student Organizations and New Programs are the center for student body government, the coordination of the all-campus social program, the registration of student organizations, and freshman pre-registration and orientation programs, all of which are designed to aid the total development of the student at BGSU. Here, through its many volunteer committees, the student is given the opportunity to take an active part in University affairs, creating capable and responsible leadership that enables the student to assist in developing sound policies and procedures in many aspects of University living, especially the community life of the student.

Dick Lenhart is the Assistant Vice Provost for Student Activities. Gregg DeCrane is the Director of Student Organizations and New Programs.

The Office of Student Activities is located on the 3rd floor of the Student Union and can be reached at 372-2951. The Office of Student Organizations and New Programs is located in 405 Student Services Building, 372-2843.

## Student Employment

The Student Employment Office provides a centralized source of job opportunities and employment information from both on and off-campus employers. The establishment and administration of all on-campus student employment personnel policies and procedures, which includes job classification, wage rates, monitoring of campus earning for students receiving federal finanical aid, etc. is also the responsibility of the office.

The Student Employment Office administers the Federal College Work-Study Program and assists students seeking summer jobs through campus interviews and job listings.

Any student interested in part-time academic year employment or full-time summer opportunities should apply at the Student Employment Office, 460 Student Services Building. Telephone: 372-2651.

SUPPORT SERVICES (con't)

## University Division

The University Division houses several programs of interest to BGSU students such as the Honors Program, Advising of College Undeclared Students, and other educational alternatives and endeavors to help students make the best possible decisions regarding their academic programs, career plans, and life goals.

New students should be aware of various programs open to them such as the University Seminar, the Little College, Cluster Colleges, and Coordinated Quarters. Academic options such as CLEP, the Time-Flexible Degree Program, Independent Study, National Student Exchange, and off-campus internships are also coordinated through the Division office.

General academic and career counseling is available to any student regardless of college or major.

The Division is located in 231 Administration Building and can be reached at 372-0202. Dr. Beth Casey is the Coordinator of the Division, Dr. Robert Bashore directs the Honors Program, Dr. Joan Morgan advises College Undeclared Students, Ms. Nancy Miller is in charge of Independent Study, National Student Exchange and Off-Campus Programs, Dr. Charlotte Scherer directs the University Seminar Program and coordinates the Summer Transitions course, while Dr. Paul Haas coordinates interdisciplinary offerings.

## University Libraries

The Library functions as an integral part of the university community by providing information and access to it for the research needs of undergraduates, graduate students, and faculty and staff. The Library houses approximately 600,000 volumes and one million microforms which serve as a foundation for the courses taught at the university. A trained staff not only provides assistance for locating materials but also attempts to help the Library user develop research techniques. Library features include special collections such as Government Documents, Popular Culture, Curriculum and Audio Center; a Reserve Room containing designated readings assigned by professors; and several copy machines. Popular magazines and newspapers are also available for informal reading. The major portion of the collection is housed in the Main Library with some materials located in the Science Library in the Math-Science Building. The Library is open seven days per week; hours may vary but are posted each quarter. Dwight Burlingame is the Director of the University Libraries.

SUPPORT SERVICES (con't)

## University Police

The University Police Department is responsible for all law enforcement matters on campus. Their primary duties include preventing crime and maintaining order by conducting car and foot patrols of the campus. Persons found violating a state law or city ordinance are processed through the Bowling Green Municipal Court as provided for by state law. The Police Department is open 24 hours per day, seven days per week, and all incidents reported to the department are assigned to an officer for investigation.

University Police provide several service type functions such as unlocking vehicles, lending jumper cables for stalled vehicles, and rendering assistance to visitors. Also, a lost and found counter is maintained which is open Monday through Friday from 8:00 a.m. to 4:00 p.m.

Fires should first be reported directly to the City Fire Department, telephone 352-3111, and then to the University Police Department, 372-2346.

The University Police Department is located at 104 Commons. The Police telephone is 372-2346. William R. Bess is Chief and Director of Campus Security and Safety.